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ABSTRACT

The principles and practices of Catholic school supervision, as distinguished from school supervision in general, are predicated on a special Christian view of education, emphasizing the unique value, diversity, and personal growth of pupils and teachers alike within a mutually caring Christian community. Accordingly, an approach is developed for combining four different kinds of supervisory support, depending on the needs of the teachers. The first, "clinical supervision," is a systematic program of intensive support to help beginning teachers improve professional skills. The supervisor visits classrooms frequently, reviews plans and objectives, analyzes data, and confers regularly with the teacher. The second, "collaborative professional development," involves small groups of teachers working together for their mutual improvement. The third, "self-directed professional development," is a process by which a teacher systematically plans and carries out a professional growth program. The fourth, "administrative monitoring," involves brief but systematic classroom visits by administrators to assess the educational climate and informally evaluate programs. Remaining chapters are devoted to strategies for implementing this differentiated program and to a resource guide to Catholic educational administrators throughout the country. A bibliography is included. (TE)

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DIFFERENTIATED SUPERVISION FOR CATHOLIC SCHOOLS

EA 016 394

By Allan A. Glatthorn and Sr. Carmel Regina Shields

Differentiated Supervision for Catholic Schools

Prepared for the
Department of Elementary Schools
National Catholic Educational Association

by

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Acknowledgements

As the professional educational leader, the school principal has the responsibility of supervising the total teaching/learning process in the school. As a faith community leader, the Catholic school principal should plan supervision with the goals and spirit of the Catholic educational community. This book is a simple, practical tool to encourage and facilitate effective supervision in the Catholic school.

Differentiated Supervision for Catholic Schools exists, thanks to two experienced educators who devoted many hours to developing, testing, and writing. We wish to thank Dr. Allan A. Glatthorn of the University of Pennsylvania and Sr. Carmel Regina Shields, I.H.M. of Immaculata College for their interest and service.

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Preface

We write this monograph for those who administer and teach in Catholic schools. While we have found that most of the principles and practices discussed here are generally effective in all kinds of schools, we wish to speak about their special application in Catholic schools. We believe in these schools. We believe in their vital importance to the Church and to the nation. In our own professional practice, we have known most of them to be very special places where the spirit of Christ is made manifest day by day by caring and committed principals and teachers.

But we have also discovered that in many of those schools supervision is either neglected or ineffectively employed. Most of the principals of the schools we have known are sincere in wanting to give teachers more supervision but find themselves too busy to provide that supervision in a way they have been told they should. And when they do supervise, they tend to make brief and perfunctory visits that are more evaluative than supervisory: more concerned with rating than with helping.

We have found that a differentiated approach to supervision is both workable and effective. One of us is a university professor who had directed six doctoral studies focusing on the implementation of this differentiated approach; through those studies we have learned what other factors are crucial in the success of the differentiated approach. The other is an IHM sister who has spent her entire career teaching in and administering Catholic schools; she successfully tested the approach in six parochial schools in the Archdiocese of Philadelphia. Thus we believe we offer here a useful approach that we know is workable, not a theory about what might work.

But one important finding from all those studies is that the differentiated approach will work best if it becomes a "home-grown" model, where each school develops its own special version that reflects the realities of that particular school. So we present in this monograph a process, not a prescription. We hope that Catholic educators will read the work openly and critically, modify the ideas in the light of their own practice, and develop their own model of differentiated supervision.

We would note here one important point about our terminology. Throughout this monograph we use the term *supervisor* of the Catholic school as a simple way of talking about any principal, team leader, department head, supervisor, or special teacher who provides supervision to the teachers in a Catholic school. In most of those schools, the principal, of course, is the "supervisor." But one of the arguments of this work is that supervisory functions should be shared; we, therefore, use the term to embrace a broader group.

We close by acknowledging our sincere indebtedness to many who played an active part in bringing this work to fruition. Monsignor Paul Curran, Vicar for Catholic Education in the Archdiocese of Philadelphia, initially encouraged us to test the model in the schools under his direction. Sister Carleen Reck, S.S.N.D., of the National Catholic Educational Association was helpful throughout the project, especially in asking archdiocesan superintendents to help us identify Catholic schools with good supervisory programs. Almost without exception the principals of those schools were very generous in sharing materials and describing their programs. We owe a special debt, of course, to the principals and teachers in the six schools who worked so very hard to make their model effective.

Allan A. Glatthorn
Sister Carmel Regina, I.H.M.

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1 What Is Special about Supervision in a Catholic School?

This is a book about supervision of classroom instruction in Catholic schools. At the outset the basic question which must be confronted is this one: Is there anything special about supervision in a Catholic school? Is there any way in which it is different from supervision which calls itself "humanistic" or "human relations centered"? We believe that there is something special about Catholic school supervision that distinguishes it from effective supervision in general and even from supervision that claims to focus on the interpersonal elements of the supervisory relationship.

But what distinguishes Catholic school supervision is not the use of a given supervisory technique or an emphasis on a particular kind of teaching. What distinguishes Catholic school supervision, we believe, is a special vision. We offer in Figure 1 what we consider to be the key aspects of such a vision. We would like to comment more fully below on each of those aspects. But we would note here that we offer this view as a set of beliefs to be weighed and examined, not as some dogmatic assertion that should be accepted or rejected.

A Special View of and Relationship with the Child

The Catholic school supervisor begins with a special view of the child and values a special caring relationship that grows out of that view. These are God's children whom we teach, and we are called to respond to His Spirit that dwells within them. They are not half-formed products on an intellectual assembly line, standardized to make our jobs easier. They are not little citizens who must be inculcated with nationalistic dogma so that they become more willing tools of the state. They are not delicate flowers in a hot-house who must be sheltered from anything that might disturb them.

Figure 1. Our Credo for Supervision in Catholic Schools

A SPECIAL VIEW OF AND RELATIONSHIP WITH THE CHILD

We see the pupil as a child of God, one who needs the nurture of Christ-like caring. We value teachers who share that view and can respond to His Spirit that dwells within those children.

A SPECIAL VISION OF THE SCHOOL

We hold a vision of the school as a Christian community, where Christian values are made manifest. We value teachers who work together to create that sense of community.

A SPECIAL KIND OF CLASSROOM

We believe that the classroom should be a caring community, a special learning environment where the unique personhood of the child is respected and nurtured. We value teachers who strive to create that kind of classroom community.

A SPECIAL VIEW OF THE CURRICULUM

We believe that a major goal of education is the development of the ability to make their ethical decisions and to take moral action. We value teachers who see that goal as an important outcome of their teaching and shape their curricula accordingly.

A SPECIAL VIEW OF THE TEACHER

We believe that, with God's help, all teachers can grow professionally and personally, finding ways to contribute their special talents to the education of God's children. We value supervisors who can create professional environments where such growth is fostered and such contributions are rewarded.

A SPECIAL VIEW OF THE SUPERVISORY RELATIONSHIP

We believe that such professional growth can best come about through helping relationships that are authentic, mutual, and individualized. We will do all in our power to develop such relationships, so that Catholic schools can become the best they can be.

Each of these metaphors, which seem to have some prevalence among educators, is misleading, we believe. The supervisor in the Catholic school sees the pupil as a child of God—a unique individual, blessed with God's spirit, but still growing and developing, needing to be nurtured with Christ-like caring.

Note that we use the word *caring*, not *love*, for we wish to contrast authentic caring with inauthentic love. The teacher who cares believes in the potential of the children, calling them to be the best that they can be. The teacher who offers inauthentic love excuses all failures with a condescending smile that says, "I don't expect much from you." The teacher who cares can discipline the act without rejecting the child. The teacher who pretends to love is afraid to discipline, fearful of the child's rejection. The teacher who cares knows the child needs some distance, some room to grow. The teacher who loves inauthentically overwhelms the child with disturbing closeness. The teacher who cares knows how to let go, for such a teacher wants the children to be autonomous and self-directing. The teacher who offers inauthentic love is possessive and manipulates the affection of the children for the teacher's own selfish needs. The teacher who cares wants honest feedback from the pupils about their feelings and perceptions. The teacher who loves inauthentically desperately needs approval.

In sum, authentic caring is other-centered, concerned for the personhood of the child. Inauthentic love is self-centered, using the child to satisfy immature needs. Catholic school supervisors, we believe will attempt to foster in teachers that view of the learner as a child of God and to help teachers develop that other-centered spirit of caring for the personhood of the child.

A Special Vision of the School

We believe that the supervisor in a Catholic school holds a vision of the school as a Christian community. Simply stated, a Christian community is a place where Christian values are made manifest.

The first value is justice. A just school is one in which all members are appropriately involved in the making of policies and rules—and one in which those rules are fairly and consistently enforced. There is equitable access to resources: money, personnel, time, and space are shared in a spirit of fairness. Work is also equitably shared; everyone feels responsible for the appearance of the school. In every aspect of the school's operation, hierarchical distinctions are minimized: principals teach, and teachers share in decision-making. The rights of all are zealously protected—not because the law mandates it, but because justice requires it.

It is also an open and honest community. Decisions are made openly; there are no secret decisions on important matters. Wherever possible, records are made accessible to all with a right to know. The leaders of the school are open with teachers, students, and parents about the problems of the school. School budgets are made and expended in an atmosphere of openness. This spirit of openness and honesty creates a sense of mutual trust. The spirit of trust says, "We expect all to act responsibly—and we will trust each other until we see that that trust has been misplaced." The spirit of distrust, which so often flowers in a closed climate, says, "We will develop systems of accountability, because we begin by believing that teachers cannot be trusted."

A Christian community is also one where compassion is manifested. People in the school care about each other and work together towards shared goals. Teachers are encouraged to help each other, to learn from each other, and to share ideas and materials with each other. There is also a spirit of compassion for the people in that neighborhood, a concern for their spiritual and material well-being. There is a continuing concern for peace and justice throughout the world—a concern made real through prayer, discussion, and action.

Moreover, a Christian community is Christ-centered. For children and adults, prayer becomes an important part of each day; liturgical and para-liturgical activities occupy a central part in the school's schedule. Principal and teachers meet in small groups to discuss those aspects of their spiritual lives they feel ready to share. Individuals are encouraged to find their own times for withdrawal and reflection, since spiritual renewal and professional development are seen as very closely related. Prayer and worship are seen as opportunities, not responsibilities.

Supervisors in Catholic schools will work hard to make that vision of the Christian community become a reality—and will value teachers who share in that work.

A Special Kind of Classroom

That special view of the child and that special vision of the school meet to create a *caring classroom community*. We do not speak here of a particular teaching technique; nor do we advocate a given set of classroom structures. We are more concerned with the essential relationships and perceptions that inform and give meaning to technique and structure.

We believe, first of all, that those who hold a sacred view of the child will see the child as a unique individual, not as a label that reads, "slow," "average," or "gifted." While we understand that ability grouping is often an effective way to meet the instructional needs of pupils, we also know that rigid ability grouping can limit the learning opportunities for children.

A respect for the personhood of the child looks beyond ethnic identity and social class. We know the importance of ethnic pride—but teachers who care do not begin by thinking of the child as black or white, rich or poor. We feel proud that recent evidence suggests that Catholic schools are less segregated internally than their public counterparts. (See Coleman, Hoffer, and Kilgore, 1982.)

We would also contend that a respect for personhood values every talent that children possess, instead of prizing only academic ability. The teacher sensitive to the learner as a child of God knows that a highly verbal child who has become conceited about his or her "giftedness" needs to learn that people are given their brightness but earn their goodness.

How does the spirit of caring manifest itself in the classroom? First, the teacher holds high expectations for every pupil. While there is now a substantial body of evidence which supports such a stance (see, for example, Sergiovanni, 1979), we would argue that caring teachers have always demanded the best from each child: "I believe in your potential, and I will not tolerate half-hearted efforts or shoddy work." That caring also manifests itself in a well-disciplined classroom where all can learn, for the caring teacher is not afraid to discipline. As Coleman (1982) and his colleagues remind us, an orderly learning environment seems to be a major factor in the academic superiority of Catholic schools.

The goal of the teacher is to develop in the child self-discipline and autonomy. In a caring classroom community, the teacher will help pupils develop increasing self-control of their behavior and self-direction of their learning.

The classroom is a microcosm of the Christian community, where the same values are expressed in only slightly different forms. It is a just classroom, where pupils share appropriately in the decision-making process and where rules are fairly and consistently enforced. It is an open and honest classroom, where the teacher gives the pupils objective feedback about their progress and solicits from them their honest reactions to the teaching and learning processes. It is a classroom where compassion is manifested in a spirit of cooperation. Pupils help each other learn, work together on group tasks, and learn day by day how to give, how to share, how to help. It is a Christ-centered classroom, where day by day, the teacher lives out in a quiet and simple manner the meaning of the Gospel.

Supervisors in Catholic schools, we believe, will try to help teachers create their own version of that caring classroom community.

A Special View of the Curriculum

While Catholic schools emphasize the same cognitive goals as public schools (and, according to the research of Coleman and his colleagues,

seem to achieve those goals more effectively), their curricula should give special attention to the development of Christian values. Here, ironically, our Catholic schools have been less effective. (See, for example, Greeley, 1976). While there are doubtless many factors contributing to this lack of effectiveness, it seems obvious that the curriculum must be partly at fault. We need to work with teachers to develop more effective curricular approaches to values and moral education. We need to move beyond Values Clarification and develop units that will help children understand the complexities of moral reasoning. Without being heavy-handed or doctrinaire, we need to help them understand that there are moral absolutes embodied in Christ's teachings. We need to build curricula that will help them understand and value the Christian tradition and note the integration of Gospel values within appropriate areas of the curriculum.

A supervisor in a Catholic school, in brief, will work with teachers and administrators to develop a holistic curriculum concerned with body, mind, and spirit.

A Special View of the Teacher

The Catholic school supervisor, we believe, has a special view of teachers as complex individuals, with unique talents, capable of self-directed growth. Let us speak briefly about each of these attributes. First, the Catholic school supervisor sees the teacher as a complex individual, not as a stereotype. This person before us is not simply "third-grade teacher." He or she is also parent, spouse, student—and member of God's family; worshiper at the cross, half-saint and half-sinner. The Catholic school supervisor is sensitive to that whole person. The narrow view sees the teacher as an instrument of the organization, a pedagogue docilely transmitting what someone else has formed. The Christian view sees the teacher as a member of the body of Christ, noble yet flawed, struggling to create meaning through the act of teaching.

The supervisor in the Catholic school sees the teacher as one possessed of unique talents and special strengths. Too often the supervisory dialogue focuses unduly on problems and weaknesses. Supervision would be more effective, we believe, if the supervisor asked instead, "What is this teacher doing right? How can I reinforce those effective behaviors?" Supervision in Catholic schools, we believe, should concern itself especially with identifying and capitalizing upon the special strengths of each teacher.

The Catholic school supervisor also knows that each teacher needs to grow—and, with the help of supportive supervision, is capable of self-directed growth. So the supervisor does not ask, "How can I show this teacher how to teach like me?" but rather, "How can I help this teacher become the special teacher he or she is meant to be?" Our critical task as

supervisors is to energize the teacher's own capacity for personal and professional growth.

A Special View of the Supervisory Relationship

We believe that three important features characterize the supervisory relationship in a Catholic school: it is authentic, mutual, and individualized. It is first of all authentic, as a direct manifestation of the spirit of honesty permeating that Christian community. The supervisor is not manipulative but has instead an open agenda which has been developed cooperatively with the teacher. The supervisor is honest about his or her perceptions of the classroom observed. If the teacher wants to know about those perceptions, it is important that both supervisor and teacher respond authentically throughout the supervisory conferences, rather than trying to play games with each other.

That relationship, we believe, is also mutual. Supervisor and teacher work together with this question in mind: "What can we learn from each other about the act of teaching and the process of learning?" The supervisor fully expects to learn from the teacher, tries to stand in the teacher's shoes, and sees the classroom from the teacher's perspective. The teacher is eager to learn from the supervisor, knowing that the supervisor's knowledge, experience, and observations can be important resources for the teacher's growth.

Finally, the relationship is individualized. The supervisor respects and responds to the uniqueness of the teacher, concerned with how *this* teacher can best achieve his or her fullest potential. Rather than beginning with pat formulas about how to teach and how to supervise, the Catholic school supervisor tries to discover what special supervisory resources will be needed to effect the growth that is desired. One of the essential arguments of this book is that teachers need some options about the types of supervisory help they receive—and that argument is grounded in a sincere conviction that teachers are very special people, with very different needs.

These are some tentative probes about what we feel it means to be a supervisor in a Catholic school. As noted at the outset, we offer them in the spirit of dialogue, hoping they will stimulate your thinking. What does it mean to you to be a Catholic school supervisor?

2 A Rationale for and Overview of Differentiated Supervision

We have suggested in the first chapter that teachers are special people with special needs—who need some options in the type of supervision which they experience. We would like in this chapter to provide a more explicit rationale for supervisory options and describe briefly how the differentiated model responds to that need for choice.

For years, of course, there has been widespread dissatisfaction about the standard supervision offered in most schools. The causes of this dissatisfaction are multiple. First, supervision tends to be unsystematic. Good and Brophy (1978) report that, since teachers are seldom observed in any systematic way, they do not receive the feedback they need to improve their effectiveness. At best, it is often sporadic in nature. Both Goodlad (1976) and Blumberg (1974) report teachers experience little meaningful interaction with those in supervisory positions, and it is too often negative in its orientation. As a consequence, teachers rather generally perceive supervision as a threat. (See, for example, Denham, 1977; and Withall, 1979.)

These obvious inadequacies of what is usually termed "traditional supervision" have led many in the profession to advocate the use of clinical supervision, a more systematic and intensive process of conferring, observing, analyzing, and de-briefing. Those advocating clinical supervision have stressed the importance of providing the teacher with objective feedback about the lesson, rather than making negative evaluations. Recent evidence suggests that clinical supervision, effectively implemented, can make a difference in teacher performance and attitude. (See Sullivan, 1980, for an excellent review of the research on clinical supervision.)

However, there are two reasons why it seems unwise to provide clinical supervision to all teachers. The first is a practical one: there is just not enough time. Principals in Catholic schools are generally very busy individuals with many administrative tasks competing for their attention. As Delahanty (1976) discovered, principals feel that the greatest problem in providing supervision is the lack of time for classroom visitation and conference. A recent study (Shields, 1982) of Catholic elementary school principals cites the pressure of other duties as a factor that negatively influences supervisory practices in Catholic schools.

The second reason is that all teachers do not need clinical supervision. It has been most widely used in the pre-service education of teachers, where its emphasis upon the basic skills of teaching seems most appropriate. However, the need for the close attention of clinical supervision is less apparent in working with experienced and competent teachers. While we believe that all teachers can profit from feedback, we are not convinced that a successful teacher requires the intensive help of clinical supervision. We concur with Barth's (1979) observation that when a teacher becomes "self-critical, self-motivating, self-evaluative, and self-confident, there may be little need for formal evaluation and supervision." (p. 77).

Since principals are too busy to provide clinical supervision to all teachers, and since experienced and competent teachers do not need it, then it makes sense for the supervisor to limit clinical supervision to those who need it or request it. It seems to be administratively more efficient and effective to give good supervision to the few teachers who need it than to give only cursory attention to all. But those who do not need clinical supervision can use some feedback and want to be more actively involved in some supervisory process, as Shields (1982) discovered.

The answer for them is not to be ignored—but to give some options. Teachers are unique individuals who need the individualization we think students should have. They bring to the teaching-learning environment a diversity of talents, experience, and expectations. Some teachers have a substantial knowledge of their subject matter yet lack the technical skill to impart this knowledge; others are rich in techniques but have only a superficial grasp of content. Some prefer to work together; others prefer to work on their own. To treat all teachers alike, ignoring special strengths and weaknesses and being insensitive to particular predilections, reflects a failure to recognize human diversity.

Because of these differences we have developed an approach which we call "differentiated supervision for Catholic schools." Differentiated supervision is simply a way of providing different kinds of supervisory support for teachers with different needs. Some teachers need the intensive support of clinical supervision. Others can profit from working with

colleagues in a process we call collaborative professional development. Still others can work on their own in a self-directed mode, and some can grow from the less formal "administrative monitoring" that goes on in every good Catholic school.

At this point it might be useful to elaborate somewhat on the options offered to teachers. We think the best way of doing this is to summarize the salient features in a form that might be easily copied and shared with teachers. Accordingly, we present in Figure 2, the "what, why, who, and how" of the four modes.

We would stress again here that we do not wish to impose the total system on a school. In fact, as we shall explain later, we have had most success in describing and explaining the four processes to principals and teachers and helping each school develop its own version. One thing we have discovered in the process is that schools will vary in the options chosen. In the Shields (1982) study the six participating faculties reflected different option patterns, as Figure 3 indicates. The other interesting development that surprised us is that many teachers chose more than one option. A typical reaction was, "I like the idea of getting some clinical supervision—but I also would like to get involved in that collaborative development."

We do not have convincing evidence that the differentiated program will make radical changes in behavior. We do know that it is feasible—and that teachers in general feel very positive about it, because they have a choice. One of the special advantages is illustrated in this true anecdote about a teacher whom we shall identify as Miss Anton.

Miss Anton had taught many years in departmentalized intermediate grades. In finding a new position, she agreed to teach in a self-contained eighth grade classroom. She felt a sense of panic because she had never taught reading and did not know where to begin. Since the school was involved in a pilot test of differentiated supervision, she requested collaborative professional development and chose the first grade teacher as her development teacher. The first grade teacher taught her how to use the instructor's manual in developing a reading lesson, gave a demonstration lesson in the eighth grade room, and coached the teacher in her planning and presentations. Miss Anton felt she had learned a great deal.

And what of the first grade teacher? She had asked to be involved in both collaborative and self-directed development. In the self-directed component, she wanted to work on making more effective use of classroom time. Her personal analysis indicated that she wasted too much time at the beginning of class. So in conjunction with her principal, she developed and implemented a series of strategies to get class off to a more efficient start.

Figure 2. Four Options for Supervision

CLINICAL SUPERVISION

What? Clinical supervision is a systematic and carefully planned program of supervision in which the supervisor works with the teacher to assist him or her in professional growth. Typically clinical supervision incorporates several cycles of pre-observation planning, observation, analysis of observational data, and de-briefing, concluding with the evaluation of the cycle.

Why? The purpose of clinical supervision is to help the teacher improve professional skills—by planning and reflecting about plans, by getting feedback about performance, and by analyzing the significance of that feedback with a trained supervisor.

Who? Three types of teachers seem to find clinical supervision desirable. Beginning teachers seem to need its intensive assistance. Experienced teachers new to a given school understand the usefulness of close attention from the supervisor. And all teachers who care about their professional growth will from time to time wish to be involved in this mode of supervision.

How? The supervisor confers with the teacher to review plans and clarify objectives; the supervisor visits the class and makes close observations of teacher and pupil behavior; the supervisor analyzes those data to identify recurring patterns suggesting success and difficulty; the supervisor and teacher confer to examine together the observational data.

COLLABORATIVE PROFESSIONAL DEVELOPMENT

What? This is a process in which a small group of teachers work together for their own improvement, observing, discussing, and analyzing.

Why? While there are some teachers who need the help of trained supervisors in dealing with instructional problems, and other teachers prefer to work alone, most experienced teachers will welcome the chance to work together with colleagues.

Who? Teachers who are experienced and competent—who are interested in working with colleagues.

How? Through cooperative sharing, teachers will assess needs, set goals, develop together appropriate strategies, hold observation sessions, and discuss those observations together.

SELF-DIRECTED PROFESSIONAL DEVELOPMENT

What? Self-directed professional development is a process by which a teacher systematically plans his or her professional growth and conscientiously carries out this plan over a period of time. The teacher is primarily responsible for his or her own professional growth.

Why? Some teachers have the autonomy to direct their own growth, and they prefer to work independently, rather than working with colleagues or a supervisor.

Who? Experienced and competent teachers who are self-directing and prefer not to work with colleagues.

How? The teacher assesses needs, sets goals, plans and carries out strategies, with the supervisor serving as a supportive resource.

ADMINISTRATIVE MONITORING

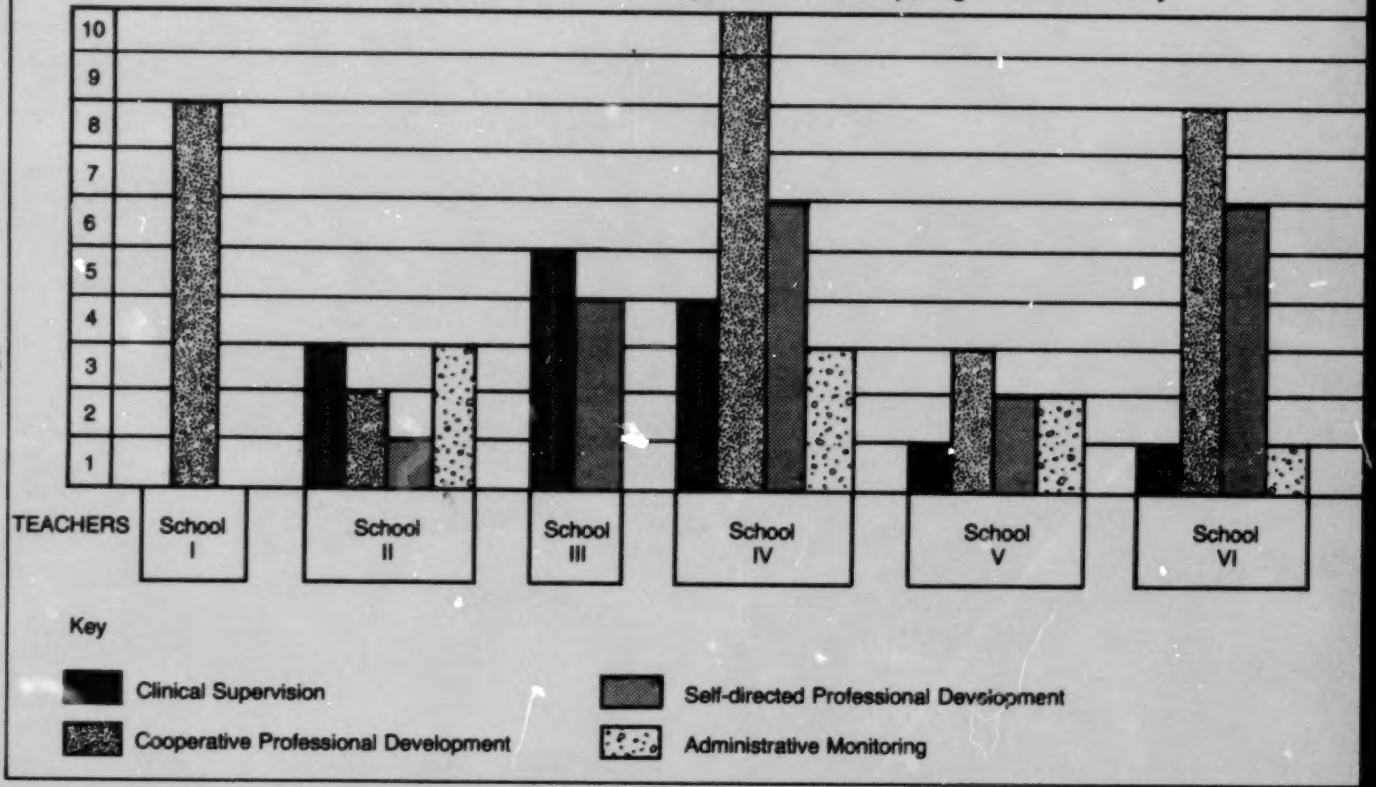
What? Administrative monitoring is a process in which the principal makes brief yet systematic visits to classrooms, in order to monitor performance and gather tentative impressions about teaching and learning.

Why? The monitoring assists the principal in assessing the educational climate, provides him or her with many opportunities to interact with teachers and students, and serves as a means for making informal evaluations of programs.

Who? Experienced and competent teachers who do not choose collaborative or self-directed professional development.

How? The principal makes brief visits daily, notes significant behaviors, and confers informally as needed.

Figure 3. Supervisory Forms Selected by Teachers Participating in the Pilot Study



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The differentiated program can work. It can make a difference to those involved in it. It makes a difference, we learned, because teachers appreciate knowing that they are treated as individuals and given choices about their professional development. As the credo reminds us, professional growth comes about best when it is individualized.

3 Clinical Supervision

Clinical supervision, as explained in the previous chapter, is an intensive and systematic process of conferring, observing, analyzing, and de-briefing, a process designed to effect major improvements in teaching performance. In this chapter we would like to explain the basic process in some detail and then suggest a modification that could be used by very busy supervisors.

At the outset, however, it might be useful to discuss briefly the issue of which teachers can most profit from clinical supervision. Since it is an intensive form of supervision which focuses on the improvement of teaching skills, it can best be provided to beginning teachers and to experienced teachers who are encountering serious instructional problems. Even though beginning teachers might have had good clinical supervision during their student teaching, they still need the benefits of close observation and feedback while they are negotiating the transition to the real world of the classroom, where they are completely on their own. Experienced teachers who are having serious problems similarly need the help of a supervisor who knows how to observe a class, identify what is going wrong and help the teacher find ways to improve. Clinical supervision, of course, should also be provided to any experienced teacher new to the building—until the principal feels confident about the newcomer's teaching ability.

For these reasons we suggest that the supervisor should make it clear when the differentiated program begins that all beginning teachers will be required to have clinical supervision. The supervisor should also explain that he or she will be able to exercise a veto over the choices of experienced teachers. If an experienced teacher who is having problems asks for

an option other than clinical, the supervisor should confer with the teacher and say, in effect, "I've had some concerns about your teaching. I think it would be better for both you and the school if you had the benefits of clinical supervision." Restricting clinical supervision to those who most need it will usually mean that the supervisor can focus his or her efforts on perhaps ten percent of the faculty, a manageable number even when the time-consuming clinical approach is used.

The Pre-Observation Conference

The cycle of clinical supervision begins with the pre-observation conference. This pre-observation conference is best seen as a dialogue between you and the teacher. The teacher informs you about the class and the teacher's tentative plans for that instructional period. You raise with the teacher your own questions about objectives and activities. While the pre-observation conference should be seen as a dialogue, you should also have in mind a clear agenda for the conference. Figure 4 shows one such agenda that we have found effective.

Figure 4. Agenda for the Pre-Observation Conference

1. What are the general characteristics of this class? What should I know about them as a group?
2. Are there any individual students who are experiencing learning or behavior problems?
3. What general academic progress has the class made? Where is the class in relation to your goals for the year?
4. What are your specific objectives for the class session to be observed? Why have you chosen those objectives?
5. What teaching methods and learning activities do you plan to use to accomplish those objectives?
6. How do you plan to assess learning and give students feedback about progress?
7. What is your general pacing strategy? About how much time do you plan to devote to reach major objectives?
8. What alternative scenarios have you considered in case one of the planned activities does not work out?
9. Is there anything special you would like me to observe for?

You begin by trying to get a sense of the class and individual students—their problems and their progress. You want to know the class as well as possible, so that you will understand well the context in which the lesson will be presented. You then move to a discussion of the four essential components of the lesson: objectives, activities, pacing and assessment. Then help the teacher think about alternative scenarios, in case things do not work out as planned. You close by exploring the teacher's special concerns about the lesson.

You need not, of course, follow this agenda like a script. If you know the pupils well, you can omit that part of the discussion. If you are working closely with the teacher, you probably have a general sense of class progress. In such cases you can move directly to a discussion of the four instructional issues—objectives, activities, pacing, and assessment.

While we have found that most teachers are very open to suggestions in the planning conference, we still believe it is unwise to be too directive at this time. If you tell the teacher what objectives to teach and what activities to use, then the teacher in essence takes your plan to that classroom. If the teacher returns to the de-briefing conference and says, "*Your* suggestion didn't work out too well," there isn't much you can say in response. Therefore, it makes better sense to help the teacher think through options and choices, but be sure that the teacher feels a sense of ownership about the plans for the class to be observed.

We should note here one of the clear limitations that results from holding such a conference: in effect all supervisory visits become announced. If you and the teacher wish to talk in detail about the class to be observed, then obviously the teacher must know when to expect your visit. There are some obvious drawbacks here. Knowing that a specific visit is planned will probably increase teacher anxiety. Most teachers will take special pains to prepare a good lesson, and some teachers will even coach the students about how to behave and respond during the observation. For these reasons we suggest later in the chapter a variation in the standard clinical model which omits the pre-observation conference and which enables you to make unannounced visits.

In general, however, the pre-observation conference has values that outweigh its potential drawbacks. It gives you a framework with which to view instruction. It gives you and the teacher an opportunity to talk about objectives and activities. And it enables you and the teacher to confer as professional peers, exchanging ideas about what is to happen—not judging what has already taken place.

The Observation

How do you observe a class for supervisory purposes? At the outset we would note that we speak of supervisory, not evaluative, purposes. If you are principal of a school, you are expected to evaluate teachers—to rate them "satisfactory" or "unsatisfactory." While that is a legitimate and important function of the principalship, we strongly believe that evaluation should be separated from supervision. If you evaluate, you observe to judge; if you supervise, you observe to help. So we will speak about the supervisory, not the evaluative, visit.

If at all possible, arrive at a natural break—when classes are passing or when the teacher in a self-contained classroom is shifting to a new activity or topic. Move as quickly as possible to a place in the room where you can observe. Find a spot where you will be relatively inconspicuous, where you can see students' faces, and where you can have a good view of the teacher. In a classroom arranged in a conventional fashion, a seat at the door-side of the room, about one-third the distance from the front of the classroom, will usually provide a good vantage point to observe both pupils and teacher.

Begin at once to take notes. You previously should have explained to the faculty how you would like to take notes in a supervisory visit—and what use will be made of those notes. Some prefer an audio recorder. Others find a video tape recorder gives much fuller information, as long as someone is available to operate the equipment. If you use either an audio or video recorder, it is usually wise to secure the teacher's permission in advance.

Some prefer to take detailed notes of all the important transactions, simply noting in the margin the time. Such notes might look like those shown in Figure 5. Others prefer a somewhat more structured observation form, like the one shown in Figure 6. We have had a great deal of success in using the "Learning-Centered Observation Form" shown in Figure 7. The column headed "Stage" identifies the three basic stages of a learning episode: readiness, learning, closure. The desirable learning behaviors listed next to each stage have been derived from a review of learning theory and research. The theory and research on learning clearly suggest that those behaviors should be used if effective learning is to take place. The two wider columns provide space for the observer to note teacher behaviors that seem to be facilitating and those that seem to be impeding.

Regardless of the form you use, take pains to be sure that your notes are rather complete and focus on the important teaching and learning transactions: the teacher's objectives, the teacher's instructional behaviors, and the pupils' responses. Be concerned as well for those aspects of classroom climate involved in your own concept of the classroom as a

"caring Christian community." Do not concern yourself with the following: teacher voice, teacher dress, teacher mannerisms, appearance of bulletin boards, position of shades, nor other unimportant matters. Those trivial concerns, so often the focus of the observations of untrained administrators, draw your attention away from the more vital aspects of the complex teaching-learning transaction.

Occasionally we have worked with supervisors who told us, "We don't take any notes at all. We rely on our memories. Note-taking distracts the teacher." We don't believe that such a position is a wise one to take. Hundreds of transactions take place during a 45-minute period. Memories are fallible. Detailed notes help you analyze and understand what is going on. The distraction is minimized if you have previously assured the teacher that your notes are for supervisory purposes only—to help you remember and understand what took place.

At an appropriate break in the instructional session, you leave, as unobtrusively as you can. If possible, you should stay for at least thirty minutes, long enough to see how the teacher begins and ends a class or a learning episode. If the teacher stops you at the door and asks, "What did you think of the lesson?" the best response, we think is, "I learned a great deal from the observation. Why don't we try to find a time today or tomorrow when we can talk about it?" Such an answer enables you to avoid having to make snap judgments or off-the-cuff comments that might later complicate the de-briefing session.

Figure 5. Observational Notes

9:27 Jones explains concept of *simile:* "a simile is a comparison." Gives two examples: "red as a rose," "the bulls on Wall Street." Asks her pupils to give examples. One pupil raises hand; calls on her: "my dog is like a friendly terrier." Jones: "Good."

9:30 Jones explains concept of *metaphor:* "a metaphor is also a comparison. It doesn't use *like* or *as.*" Six pupils in back of room seem inattentive; Jones does not seem to be aware of them.

Figure 6. Structured Observation Form

Teacher _____ Class _____

Time	Teacher Objectives, Noted or Inferred	Teacher Actions	Student Responses

Figure 7. Learning-Centered Observation Form: Unfocused Observation

Teacher _____ Date _____ Period _____

Learning Episode: Time Begun _____ Time Completed _____ Central Objective _____

Stage	Desirable Learning Behaviors: THE LEARNER	Teacher Behaviors That Facilitated	Teacher Behaviors That Impeded
READINESS	1. Learns important skills, concepts at appropriate level of difficulty. 2. Believes in ability to learn, sets reasonably high standard. 3. Perceives learning as relevant. 4. Has prior skill, knowledge required. 5. Understands objectives.		
LEARNING	6. Has overview of learning. 7. Actively engages in task-related activities. 8. Uses appropriate materials. 9. Remains on task. 10. Paces learning appropriately. 11. Gets feedback about learning. 12. Practices, applies learning. 13. Experiences success with efforts. 14. Takes corrective measures when needed.		
CLOSURE	15. Reaches closure on task. 16. Anticipates next learning task.		
COMMENTS:			

Analysis of Observation

You need some time for the analysis stage of the clinical cycle. You review your notes carefully, looking for patterns of recurring teacher and pupil behaviors. From all the data you have acquired, you are trying to identify the salient behaviors that were facilitating and impeding learning. It is probably most useful if you attempt to identify two or three recurring behaviors of each type. We believe, first of all, that a good supervisor always notes effective and facilitating behaviors, for teachers need to be aware of what they are doing well. The supervisory conference should not focus only on problems; instead, one of your objectives should be to build upon the strengths the teacher already has.

Note that we also suggest you identify a limited number of both strengths and weaknesses. Our experience suggests that the best growth comes about when teacher and supervisor work together on a relatively small number of critical skills. We have frequently observed supervisors overwhelming teachers with well-intentioned suggestions. The teacher leaves such a conference trying to remember ten or twelve suggestions, puzzled about which ones are most important, and anxious about trying to implement all of them.

In identifying the two or three areas where you wish to bring about some improvement, consider both the importance of that particular skill and the readiness of the teacher to acquire and use that skill effectively. Suppose, for example, you noted that in one class session the teacher seemed to be having some problems in these areas:

- keeping pupils on task
- explaining ideas clearly
- asking higher-level questions
- responding effectively to pupil answers
- using a variety of learning activities

You would probably decide to work initially on the ability to keep pupils on task. You know that such a skill is one of the most important, and you sense that the teacher can readily adopt some behaviors that will result in a higher proportion of on-task responses.

In preparing for the de-briefing conference, you might find it useful to crystallize your thinking by noting on an index card the important strengths and weaknesses—along with several specific examples. Figure 8 shows how such notes might look for a conference with the teacher who was explaining *simile* and *metaphor*.

This analysis phase of the cycle is obviously important. It gives you an opportunity to review the data, identify salient behaviors, and prepare for the de-briefing conference.

Figure 8. Conference Notes

JONES

Explaining

Incomplete definition: s. is a comparison
examples confusing, misleading: bulls on WS
only two examples
did not check on pupils' prior knowledge
did not check on pupil understanding
in explaining metaphor, also gave incomplete definition:
did not distinguish between literal and figurative comparisons.
Give 3 examples; these seemed more relevant to pupils' experience.

The De-Briefing Conference

Hold the de-briefing conference as soon after the observation as you can. The more immediate the feedback, the more useful it is. Be sure you have allowed yourself sufficient time: a half-hour seems to be the minimum amount of time you will need. Arrange for the conference to be uninterrupted, except by emergencies. Ask your secretary to take all telephone calls and handle any unannounced visits. It is important that the teacher feels that this conference is your first priority.

The basic question you must resolve before embarking upon the conference itself is the general interactional style you think will be most effective. Here we would like you to consider three options: direct, indirect, and problem-solving. The direct style is one in which you tell, explain, advise. You want to control the agenda and to make your points clearly and directly. In the indirect style your objective is to listen and reflect. You want the supervisee to control the agenda, for your chief purpose is to be supportive as an empathetic listener.

The problem-solving style is more complex. It is neither direct nor indirect. Your purpose is to help the teacher solve important instructional problems. In a sense you serve as a "second mind" for the teacher, thinking along with the teacher, offering data the teacher might have forgotten, helping the teacher move through the problem-solving sequence.

Here are examples of the three styles.

DIRECT

Teacher: I felt they weren't paying attention.

Principal: You're right. They weren't listening because you had been talking too much. They seemed bored. You ought to vary the activities you use.

INDIRECT

Teacher: I felt they weren't paying attention.

Principal: You must have felt some concern about that.

Teacher: Yes, I was worried about what you might be thinking.

Principal: You were afraid that I was making a negative judgment of your work?

PROBLEM-SOLVING

Teacher: I felt they weren't paying attention.

Principal: I have some data that might help us look at that. Why don't we try to figure out what was going on. Almost all the students were attentive for the first ten minutes of class. Then the percentage who were on task dropped sharply. Can you guess what might have been happening?

Which of the styles is best? There is no research which is most effective in changing behavior, and the research on which one teachers prefer is somewhat ambiguous. (See, for example, Blumberg, 1974; and Zins, 1977.) Some teachers prefer a more direct style; some prefer the supportive indirect style; and still others seem to like a problem-solving orientation. While Glickman (1981) advocates matching style with teacher ability and commitment, we believe the question is more complex. These are the factors you must weigh as you think about the style you will use:

1. Your own preferred way of interacting with people. Some supervisors are very effective with direct style and have so much difficulty being otherwise that they probably should go on using a direct approach.

2. The teacher's general ability and maturity. Here, of course, we support Glickman's basic argument that less mature teachers probably prefer—initially at least—a style that is more direct.

3. The developmental state of the supervisory relationship. We would argue from our experience that the style might change as the supervisory relationship develops. You might start with an indirect style, just to build a climate of acceptance and support. Then you might move to a somewhat more direct style until the supervisee seems to have developed some insight into the teaching-learning transaction. At that point you would move to the problem-solving style, sensing that the teacher was ready for that more demanding interaction.

4. The particular nature of the lesson observed and the teacher's reaction to it. If you have observed what you believe was a very poor lesson and you sense the teacher was unaware of the serious problems,

you might choose a direct style. If the lesson had one or two serious problems but you perceived the teacher to be highly anxious and upset about it, you might feel an indirect style more appropriate.

Our goal, then, is not to argue for a given style or to give you a simple formula for interacting with teachers. We want instead to help you become more reflective about the way you interact and more flexible in the approach you use. One way to become more reflective is to get a picture of how you interact now. Tape one of your supervisory conferences, with the permission of the teacher. Then play the tape back and analyze what you said. The form shown in Figure 9 is a relatively simple one that will enable you to compute the percentage of your comments that could be classified as direct, indirect or problem-solving.

How can you become more flexible? The answer is to make a conscious attempt to use the style you seem to be neglecting. Our experience suggests that most supervisors need help in making more use of the problem-solving style. They do a good job of telling and advising—and they know how to listen and be supportive when necessary, but they are uncertain about how to interact as a problem-solver. It, therefore, might be more useful to examine this style in some detail.

Think about it in two relationships: problem-solving for strength, problem-solving for weakness. In problem-solving for strength, you want to help the teacher identify and understand a facilitative behavior. Use a strategy something like this:

1. Identify a part of the lesson that was successful: "What part of the lesson do you feel was especially successful?"
2. Provide objective data that will confirm the teacher's perception: "You're right, according to my observations. They all seemed to be on task in their small groups."
3. Help the teacher understand in detail what he or she was doing and why that behavior produced the desired results: "Why do you think they wasted such little time in their small groups?"
4. Help the teacher decide how to use that behavior again. "Do you see any way you can structure their small group work when they're working on language arts?"

When you problem solve for weakness, you use a somewhat different strategy that moves, however, through similar stages.

1. Help the teacher identify a part of the lesson when all were not learning:
"What part of the lesson did not satisfy you?"
2. Provide objective data that will confirm the teacher's perception.
"I also noted that several seemed unclear about the concept."

Figure 9. Analyzing Your Conference Style

INDIRECT RESPONDING		INSTRUCTIONAL PROBLEM SOLVING		DIRECT MANAGING		OTHER TALLY
Category	*Tally*	*Category*	*Tally*	*Category*	*Tally*	
Accepts feelings		Assists in recalling lesson		Evaluates behavior		
Reflects feelings		Offers observational data		Analyzes behavior		
Probes other's feelings		Asks for information about lesson		Asks rhetorical questions		
Expresses feelings		Focuses on problem		Advises		
Re-directs question		Probes for causes		Criticizes		
Accepts ideas		Asks for ideas		Evaluates other's ideas		
Agrees		Offers research data		Makes suggestions		
Praises		Poses alternatives		Gives directions		
Encourages		Probes consequences		Expresses personal opinion		
Converses		Assists in evaluating consequences		Recounts personal experience		
TOTAL		TOTAL		TOTAL		TOTAL

Total Recorded Utterances: _____ % Indirect: _____ % Problem Solving: _____ % Direct: _____

Notes:

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3. Help the teacher understand in detail what he or she was doing and why that behavior was impeding learning.

"Why do you think they seemed uncertain about the meaning of *osmosis*?"

4. Help the teacher consider some alternative teaching strategies that might have been more effective.

"What helps you understand a new concept or idea that seems very abstract to you?"

5. Help the teacher make specific plans to use the alternative behavior in the future.

"Let's think about a concept you will be teaching tomorrow and see if we can find several examples of that concept that will relate to their experience."

In each case you are trying to help the teacher do some intellectual problem-solving. You are neither telling nor just listening; you are an active participant in the pedagogical dialogue.

Modifying the Clinical Model

As we noted above, the clinical model is usually effective—but it is very time-consuming. There is a way to simplify it, without losing all of its benefits.

Begin by omitting the planning conference. Instead of holding the planning conference, ask the teacher to give you a written sketch of his or her general plans for the week. You might say something like this to the teacher: "I would like to come by for a supervisory visit some time next week. Could I take a look at your lesson plan book for next week, or could you outline for me what you think you might be doing?" Most of all, are you trying to develop a helping relationship that, as the Credo notes, is authentic and mutual?

By checking the teacher's plans and your own schedule, choose a day and time when you think you will be able to observe a class and also hold a de-briefing conference. For example, if the teacher has a preparation period during period three, you might decide to observe the first period, blocking out period two in your appointment book to allow yourself some time to analyze the data and prepare for the conference. If the teacher has no preparation period, you might decide to observe between 1:15 and 2:00 p.m., allowing yourself time to analyze before you hold an after-school de-briefing session.

You then make the observation as you have planned it, analyze the observational data, and hold the post-observational conference the same day. The whole cycle has now been condensed into a one-day process involving only an hour and a half of your time.

4 Collaborative Professional Development

The introduction of clinical supervision during the past two decades in some ways can be seen as an important development in educational administration since it provided not only an alternative to the traditional supervisory practices, but also because it emphasized the professional nature of teaching, required systematic supervisor-teacher interaction, and focused attention upon instructional improvement. However, as we have indicated previously, many teachers have perceived little need for the intensive support of clinical supervision. They have instead turned to their colleagues as a way of sharing ideas, learning new techniques, and developing their skills.

The Idea Behind Collaborative Professional Development

We call this process *collaborative professional development.* We define it this way: a process whereby pairs or teams of teachers work together for their mutual improvement, chiefly through observing each other's classes and discussing those observations. Others have called the process *peer supervision;* some have termed it *collegial supervision.* While we do not think the term is too important, we have found in our studies that many teachers react negatively to any term that uses the word *supervision.* It is not a new approach, of course. Teachers have for decades visited each other's classes, and Schultz (1965) points out that such peer interaction has always been an integral part of Individually Guided Education (IGE) programs. However, it has only been during the past several years that educators have been recommending it as a major alternative to clinical supervision.

Why has it been suggested as an alternative to the clinical mode? Its advocates claim several advantages for it. As Schultz notes, it provides a useful source of information about the success and failure of the curriculum being implemented, especially in those schools where teachers are teaching together in a team approach. McGee and Eaker (1977) argue that it may well be the key to reducing anxiety about supervision, since colleagues are not perceived as a threat in the way administrators are. In the Ellis, Smith, and Abbott (1979) study, teachers reported that they valued the approach because it enabled them to work on problems that they perceived as important—not ones that some administrator had indentified. Haefle (1980) notes that teachers are more likely to be receptive to suggestions from colleagues who are more aware of the day-to-day demands of teaching than are administrators or supervisors.

The approach, however, has not been without its critics. Perhaps the most cogent arguments against collaborative professional development have been advanced by Alfonso (1977). He notes first that collaborative development can seem like an artificial arrangement in schools where teachers work in isolation; he supports it only when it is closely related to collegial teaching and is part of an ongoing process of exchange and dialogue. He wisely points out its limited effectiveness if it is not coordinated and implemented as part of a school-wide program for instructional improvement. He further believes that it will not be widely adopted because it requires a degree of openness and trust that he believes is missing in most schools and because, in his view, it simply requires too much time to implement in schools whose schedules do not facilitate peer interactions.

While we recognize the legitimacy of Alfonso's reservations, there are several studies which challenge them. (See, for example: Shields, 1982 and Shapiro, 1979). Teachers do not perceive it as artificial even in schools where team teaching is not the norm. The trust and openness are essential—but such trust and openness do exist in many of our schools. While time is always a constraint, there are ways of providing time for the process if supervisors believe it is important. We believe, obviously, that it should be part of a coordinated program of instructional improvement.

So it is worth providing as an option to clinical supervision. How, then, should it be implemented and in what specific ways does it function?

What Does It Involve?

The first step is for the supervisor, individually or cooperatively with a planning group, to resolve certain important issues before collaborative professional development is presented to the faculty:

1. To what extent will teachers have freedom to choose collaborative

development? Some supervisors prefer to limit it to a specified group of teachers, such as all the fifth and sixth grade teachers. Some want to hand-pick those who they believe can best profit from it. Our recommendation is that it be made available to any experienced teachers not new to that building who desire it, as long as the supervisor retains the right to veto such a choice by a teacher who needs the intensive help of clinical supervision.

2. What is the scope of the collaborative professional development? Will it involve only observations and de-briefing—or will participants be expected to exchange classes, share teaching responsibilities, and collaborate in the production of teaching materials? We have found it best to begin with limited goals and let its scope grow as teachers wish it to expand.

3. What are the minimal requirements for observation and de-briefing? We have found that it is important to establish a basic contract between participants that says each member agrees to make at least two observations and hold two de-briefing conferences each semester.

4. To what extent will it be goal-oriented? Shields (1982) was successful in implementing a process whereby the observations and conferences were closely linked to a professional improvement goal which the teacher and principal together had identified. Others have found that the specification of improvement goals is not essential.

5. To what extent will observations be structured? Will certain aspects of teaching and learning be emphasized? Will observational forms be used? Some have argued for professionalizing the process by making it almost as rigorous as clinical supervision. Shapiro (1979) learned that teachers working in peer relationships resisted attempts to make the observations more structured. These are matters best resolved, we believe, by the participants.

6. What resources will be provided to participants? How will teachers find time to observe and confer? The principals working with Shields (1982) believed so much in the values of collaborative professional development that they volunteered to teach the classes of those who wanted time to observe and confer. In other schools the master schedule was developed in a way that facilitated the process: the members of a collaborative development team were scheduled so that they had one preparation period in common each week (for conferring) and at least one at different times (for observation).

7. Who will monitor the implementation of the program? What records will be kept? In small schools the principal will have to assume monitoring responsibility. In larger schools an assistant principal or coordinators might be charged with this function. We have found it advantageous to keep the paper-work to a minimum: teachers are simply asked to

keep a record of when they observed and when they conferred.

8. How will teams be structured? We have found that teams of two or three work best; larger collaborative teams become too complex. We have also found that it seems to be more effective to give teachers options about with whom they work, rather than insisting that teams be limited to a given grade level or curriculum area. In fact, many teachers have reported that one of the unique benefits of collaborative professional development is that they learn how teachers at other levels and in other subject areas structure their classroom time and organize their teaching.

How Are Groups Constituted?

Once these issues have been resolved, the supervisor should hold an orientation meeting for all those who have at least expressed interest in becoming involved in collaborative professional development. The eight questions presented above might be used as the agenda for this initial briefing session. After the orientation is completed and teachers have had an opportunity to have their questions answered, those who decide to participate are asked to complete a simple form in which they list the names of teachers with whom they would like to collaborate. (In order to make the matching process easier to work out, we recommend that teachers be asked to list their first choice, second choice, and third choice for a partner.) Teachers have been quite open about their preferences; they often name colleagues from other grades and with different levels of experience. These preferences are then reviewed by the supervisor who checks schedules and tries to find a match for everyone.

The participants are then informed about the match-ups and asked to attend a training or briefing session. Teachers with whom we have worked have expressed some conflicting opinions as to how much training they want. On the one hand, they all feel busy and tend to avoid additional time for more inservice work. On the other hand they feel some inadequacy in their observing and de-briefing skills. We have found a solution that seems to work in most situations. We distribute to the teachers an informational packet which gives them some advice about how to observe (See Figure 10) and confer (See Figure 11). We discuss the items in the packet about which they express interest. We have them observe a class, this observation may be a direct observation of an actual class, it may be a video tape, an audio tape, or it might be a simulated class observation. We then discuss what has been observed in the presentation. Following this we role-play a de-briefing conference. All this can be done in a single one-hour session. We then indicate that additional training is available for those interested in it.

Figure 10. How to Make an Observation

We'd like to answer some of the most commonly asked questions concerning the skills of making a classroom observation. Now we're looking at the observation from the observer's point of view.

1. How long should I observe? Stay for at least a half hour. Try to see an entire learning episode, how it begins and ends. At the secondary level your visit should probably last for the full period.

2. Where do I sit? The best place is in a spot where you can see both the teacher and the students' faces. But try to make yourself as unobtrusive as possible.

3. What do I observe for? Whatever the teacher has asked you to look for. You can either observe all that goes on, making what we call an unfocused observation, or you can focus on one particular aspect of the class, such as:

   a. The curriculum—appropriate level of difficulty, level of interest to the students; in general, *what* you have chosen to teach, not how.
   b. The students—an individual student who concerns you, a group you feel you are not reaching, your general interaction with the class, which students you call on, are most involved, most inattentive.
   c. General teaching techniques—skills which apply to any teaching situation.
   d. Specific teaching techniques—special teaching skills which are effective in the particular subject.

We think a focused observation is generally more useful in collaborative professional development, but the decision is yours.

4. Should I take notes? You should make some form of record of what you see happening, unless the teacher being observed has asked you not to take notes. A great deal will go on in the classroom, and there will just be too much to remember.

5. What notes do I take for an unfocused observation? Make up your own form. Some observers simply keep a running account of what happens, noting the time in 3 or 5-minute increments. Another useful form uses four columns: time, teacher's objectives, teacher's activities, students' responses.

6. What notes do I take for a focused observation? Here again the best answer is to devise your own simple form. Think about what the teacher has asked you to observe and rough out a form that will help you get the data you need. Suppose, for example, the teacher has asked you to look at student responses. With the teacher's cooperation make up a seating chart. Use your own easy-to-remember code to note such predictable behaviors as "volunteers answer," "does not answer when called on," etc.

If you are interested in learning more about the use of special forms for focused observations, one of the best sources is the book *Looking in Classrooms* by Thomas L. Good and Jere E. Brophy, Harper Row Publishers.

The participants then carry out their contract with each other. Typically they will observe each other's classes twice a semester and hold a de-briefing conference after each observation. They maintain the records they have agreed to keep. They are encouraged to talk informally with the supervisor about how the program is progressing, but there is no pressure to do this. The supervisor monitors the program informally, simply checking from time to time to be sure that it remains on track.

Does It Make A Difference?

What happens as a result of all this? There are no dramatic improvements or radical changes, but the participants in our studies have reported several important gains. Almost all express positive attitudes about the experience. Many note that they have learned new skills and methods. Others speak about the fact that they feel better about their own teaching after they have seen respected colleagues struggle with problems that were frustrating them. Almost all have talked about its value in improving the climate of the school by sanctioning professional dialogue about teaching and learning. In a sense, they have found that cooperative professional development has played an important part in creating the kind of professional environment which the credo reminds us is so essential.

Figure 11. How to Conduct a Post-Observation Conference

After the observation the teacher who was observed and the observer get together for a de-briefing conference to talk over the observation. The following guidelines offer some simple suggestions to make this conference productive.

The most important consideration is the tone of the conference. You are two professional colleagues talking over a shared experience. The observer is not an evaluator making judgments. Neither is the observer a supervisor trying to bring about improvements in teaching. The observer is a colleague who was able to see what happened and can be of most help to the teacher by giving objective feedback and reflecting together with the teacher about what those data mean.

This tone can perhaps best be achieved if the teacher who was observed determines the agenda, asking questions of the observer, taking the lead in making sense of the data, and deciding when the conference ends. That tone of professionals sharing information can also be achieved if the teacher who was observed does not ask the observer to make judgments and avoids questions like "What did you think of the lesson?"

What kinds of questions do you ask? If you asked for an unfocused or general observation, ask a question something like this: "What do you think was the most important thing going on that I might have missed?" Or a question like this is often useful: "I thought I had their interest until about half way through the period. Did you notice anything important about that time?"

If you asked for a focused observation, then the questions are easier. Simply ask about the focus. "What did you notice about student responses?"

The observer should try to be as objective as possible, sharing information, not making judgments. There's nothing wrong about sincere praise, of course, but the teacher most of all wants some specific information about what happened and why it happened.

Keep the conference relatively brief—about twenty minutes should be enough. And try to hold it as soon after the observation as possible, while the observation is still fresh in your mind.

5 Self-Directed Development

There are many teachers in our Catholic schools, we believe, who can profit from an experience in self-directed development. They are mature teachers, autonomous and self-motivated, who are highly competent in the classroom. They want to continue their professional growth, but they prefer for a time not to work with colleagues. They need a supervisor's support, they need some resources, and they need some minimal structure to ensure that the growth is systematic. It is for these teachers that self-directed development is proposed.

Before explaining how self-directed development might work in your school, it might be useful to explain more fully both what it is—and what it is not. It is a systematic program for professional growth, largely determined and managed by the individual teacher, in which the supervisor plays a supportive and facilitating role. It involves processes of setting goals for growth, of undertaking planned activities to accomplish those goals, and of assessing progress towards the goals. Its focus is on growth, not assessment. It is not a system of self-appraisal. While the teacher's decision about working towards a specific goal obviously grows out of an intuitive evaluation of the teacher's present state, the assessment aspect is minimized. Our experience suggests quite clearly that self-directed development will have greater acceptance by the faculty if they understand that it has no relationship whatever to an assessment of the teacher's performance.

The self-directed development program begins with the supervisor presenting it as an option for the entire faculty, reserving, of course, the right to review teacher choices and to re-direct some teachers into clinical supervision. In the presentation, the supervisor should stress that self-

directed development is intended for teachers who are highly autonomous, very competent in their teaching, and sufficiently independent that they do not need collegial support. The supervisor should also emphasize that the self-directed development program will require some systematic work on the part of the teacher. Many teachers—in first hearing about the program—mistakenly believe that it is the easiest one to follow and involves the least effort on their part.

Those teachers who elect self-directed development and who seem ready to profit from it should be asked to meet together in a small-group discussion with the supervisor. That small-group discussion will give the supervisor an opportunity to explain the program in greater detail and to involve the teachers in shaping the program to meet the particular needs of that school. We would stress here again the importance of local determination. We want individual schools to develop their own program, one for which they will feel a sense of ownership. We do not want to impose a monolithic model.

At this small-group meeting the participants should discuss and resolve the following issues:

1. How will teachers set goals?
2. What resources are generally available?
3. Under what conditions may a teacher change his or her decision to participate in the program?
4. How often will progress conferences be held?
5. What records, if any, will be kept for the self-directed phase?

Each of these issues is discussed more fully below.

Goal-Setting

The goal-setting phase is most important. If teachers have set clear and attainable goals, the program has a greater chance to succeed. At the outset the supervisor and the participants in the program need to decide about goal consensus. Some believe that the school will benefit if the goals of all the teachers relate to one or more specific school goals. For example, the supervisor might have determined that all students need to improve their writing ability. The supervisor, therefore, might direct all teachers to develop plans and materials by which the pupils in their classes would use writing to improve learning. Or the supervisor might offer the teachers three school-determined goals from which teachers would select one for particular emphasis. For example, the supervisor might ask all teachers to orient their professional growth towards one of these three: to increase students' motivation to learn; to improve students' attendance and punctuality; to develop the students' ability to make moral judgments that reflect Christian values.

The arguments for goal-consensus are clear. All the individual goals relate to a school-determined goal, resulting in a focusing of individual efforts. Such focused growth should probably result in the organization's moving closer to its goals. Teachers feel linked by common purposes; they feel the support that comes from shared endeavor.

On the other hand, some argue for individualized goal-setting, in which each teacher has the freedom to identify any acceptable goal for his or her growth. A range of goals is suggested, to help teachers understand the nature of goal-setting, but teachers are able to propose any goal that relates at all to the school's purposes.

Figure 12 illustrates how a range of goals might be suggested. Let us make a few observations about the types of goals suggested here. First, observe that we believe that spiritual and emotional goals should be included as options. We believe very strongly that the spiritual dimension of self is a vital aspect of professional performance, and in the spirit of our credo we encourage supervisors in Catholic schools to remind teachers of that fact. Second, observe that the professional goals are rather advanced ones. We assume that these are competent teachers who do not need to improve in their skills of managing a classroom, presenting concepts, or conducting a class discussion. We want the teachers to stretch professionally, and we include more complex professional goals that we hope will encourage such stretching.

We note here, of course, that those arguing for individualized goal-setting believe that such systems are more likely to respond to individual teacher needs, an important objective of the self-directed program. If all these individual goals are generally related to the broad purposes of Catholic education, then we need not be concerned about excesses of idiosyncrasy.

With both the consensus and individual systems, the next step is the same. All participants are asked to complete a form like the one shown in Figure 13. The form should be kept simple and somewhat open-ended. It is designed to facilitate discussion between the supervisor and the teacher, not to substitute for it. For this reason the items are phrased with some degree of tentativeness, and the supervisor should not insist on too much specificity at this stage.

The completed form should be submitted to the supervisor, who then schedules a conference with the teacher to review the proposal and to work out a mutually agreeable plan for the teacher's self-directed development. The supervisor and the teacher begin by discussing the goals. Are the proposed goals consonant with school purposes? Are the goals clearly stated? Do they need to be sharpened and worded more specifically? Are the goals challenging yet attainable? Does the number of goals

Figure 12. What Goals Are Worth Pursuing?

Goals that relate to my spiritual and emotional development:

1. To deepen my spiritual self.
2. To find ways to harmonize the spiritual and the professional aspects of my life.
3. To increase my motivation to teach and to enhance my enjoyment of teaching.
4. To improve my relationships with my professional colleagues.

Goals that relate to my professional development:

1. To generate materials and methods that will develop students' moral awareness.
2. To use small group processes in the classroom that stress cooperative and collaborative learning.
3. To develop materials and methods that will enhance students' self-esteem.
4. To learn how to use new technology to enhance cognitive learning of pupils.
5. To teach pupils to think more creatively and to exercise greater critical judgment.
6. To develop materials and methods that will enable pupils to think and work more independently.
7. To develop materials and methods that will enhance students' motivation to learn.
8. To develop and use more effective procedures for communicating with parents.
9. To improve the curriculum in a given subject area so that it is more effective with the pupils and reflects the best current knowledge in that field.
10. To use mastery learning or other similar approaches to enhance pupil mastery of basic skills.

seem appropriate? We might note here that teachers are more likely to achieve success if they focus their energies on one or two goals, rather than trying to achieve several.

The discussion then shifts to issues of methods and activities. What will the teacher do to achieve the goals specified? Here it would be useful for the supervisor to keep in mind a general model of professional growth, so

Figure 13. Proposal for Self-Directed Development

Teacher's Name _____

Proposed Goal(s):

1. _____

2. _____

Some tentative ideas for achieving those goals:

_____

_____

_____

_____

Resources that might be needed:

_____

_____

_____

_____

Progress conferences desired:

1. _____

2. _____

3. _____

4. _____

that he or she can be helpful to the teacher at this stage. In general teachers will best acquire a new professional skill when they follow these steps in the sequence indicated:

1. KNOW MORE about the skill—by reading, attending conferences, talking with colleagues, seeing professionally produced video-tapes.
2. SEE THE SKILL DEMONSTRATED by someone competent in using the skill—a colleague in the same school or a teacher in another school.
3. TRY THE SKILL IN A SUPPORTIVE ENVIRONMENT—by using it with a good class or by trying it out in a teachers' center.
4. GET FEEDBACK ABOUT THE TRIAL—from the students, from a supportive colleague, or from video-tape.
5. USE THE SKILL in the customary setting—to integrate it with other teaching behaviors.

Resources for Self-Directed Development

Now the discussion turns to issues of resources. The teacher has identified a goal, and with the supervisor's help, has clarified and sharpened the goal statement. They have talked over and agreed about some methods that will be used to achieve that goal. What resources are needed to support the teacher in using the methods agreed upon? Here the supervisor needs to be candid in letting the teacher know what is and what is not available.

In this discussion of resources, it might be useful to structure the discussion around these categories of assistance: people, time, money, materials. First, what people are available to help? How much time can the supervisor give and in what ways can the supervisor assist? What colleagues might be helpful? What people outside the school can be called upon to assist? Time is also important. Can the teacher be released from classes to make observations in this or another school? Can time be provided for the teacher to attend conferences and workshops? Any money, of course, is a prime consideration. Are there any funds available to pay for new materials or workshop fees? Finally, what materials are available? What professional books and journals would be useful? What equipment can be used?

The supervisor plays two key roles here. First, the supervisor himself or herself is an important resource. We encourage the supervisor to play an active part in the self-development process: helping the teacher clarify goals, helping the teacher think through useful activities, helping the teacher assess progress and identify problems, and providing a very

important and continuing source of support for the teacher. The supervisor plays an active role as a mobilizer and provider of other resources, helping the teacher find good books, successful programs to observe, and the time to accomplish the professional growth.

Resources are somewhat limited in Catholic schools and we do not wish to minimize the difficulties of supporting good programs in self-development. Time, money, and materials may be hard to find, especially in these days of tight budgets. But we would hope that supervisors who give self-development a high priority will find the way to increase resources, at least minimally, and to use available resources more productively.

Progress and Problems

Problems will inevitably develop in the self-development program, and the supervisor needs to be prepared to deal with them. The teacher's initial enthusiasm will flag, as the pressing demands of teaching large numbers of students deplete teacher energies. Planning and teaching lessons take priority and crowd out the time available for self-improvement. Resources that were counted on do not materialize. The predictable rhythms of the school year bring their own highs and lows, which clearly affect the teacher's interest in the self-development program.

For these reasons we believe that it is important to schedule and hold periodic conferences. The timing of these, of course, will vary from school to school. Our experience suggests that in general self-development conferences should be scheduled every six or nine weeks. If they occur less frequently, they lose some of their value as a source of support for the teacher and as a source of information for the supervisor.

The conference will be most productive, we have found, if it is informal and low-key, so that it does not become linked with a performance evaluation conference. The supervisor should be a supportive listener, encouraging the teacher to talk about progress made and problems identified. It is a time when the teacher should be encouraged to make slight corrections in course, since the best self-development is always an evolving process that never follows a fixed course.

Suppose, for example, the teacher has decided to use cooperative learning strategies. The year begins with success, as the pupils and teacher embrace the idea with enthusiasm. Then problems develop: The teacher becomes worried about covering content, and the pupils begin to spend too much time off task.

Together then in the progress conference the supervisor and teacher begin to think about ways to resolve the difficulties. Should the cooperative groups meet less frequently? Should the teacher devote more class time to training the pupils in group leadership skills? Should the reward

structure be modified? Should a teacher who is very successful with cooperative groups come in to observe and make recommendations? All these matters are discussed in a problem-solving style, with the supervisor acting as a resource, a support, a collaborative problem-solver.

From time to time there will be teachers who say, in effect, "I've had too much of this self-directed approach—I made a bad decision—let me switch to another of the supervisory modes." Here, of course, the supervisor needs to be most sensitive. Some teachers at this juncture can probably benefit most by sticking with their choice, with strong encouragement from the supervisor. They need to feel that they have lived out a commitment, even when the experience has been stressful or disappointing. For the most part our experience suggests that teachers who want to change modes of supervision should be permitted to make one change in the course of the year. Both the collaborative and the self-directed modes need time, and we would discourage teachers who want to change their preferences too frequently. But these matters, of course, are best left to individual supervisors and teachers.

Record Keeping

What kinds of records should be kept of the self-directed program? Some recommend that the teacher be asked to submit a quarterly progress report, but we believe that the informal conference described above is a more effective method for noting progress and identifying problems. Our preference is for a simple, end-of-year report which accomplishes two goals. It first provides an administrative record that the self-development program was in fact completed, just in case a question ever arises. And second, it enables the teacher to reflect about what the year has meant. Writing about what has happened in one's self-development is a useful way of crystallizing and synthesizing what was gained from the experience. We suggest in Figure 14 how such a form might look.

We close by reminding readers that self-directed development won't accomplish miracles, transforming incompetent teachers into successful ones. But our experience does suggest that it can be an important aspect of the self-renewal of mature and competent professionals.

Figure 14. Final Report on Self-Directed Development

Teacher's Name _____ School Year _____

Goals Set:

_____

_____

_____

Conferences Held:

1. _____
2. _____
3. _____
4. _____

Teacher's General Assessment of Development:

Supervisor's Comments:

6 Administrative Monitoring

The fourth option available to teachers is what we term "administrative monitoring." In this chapter we will define the term, review the literature on monitoring, and suggest how it might best be carried out.

First, we use the term in this sense: administrative monitoring is a type of informal supervision of the instructional staff, in which the supervisor makes a series of brief but frequent visits to the classroom in order to learn about the teaching and learning within the classroom. We characterize the monitoring process as informal to suggest that it is not as systematic and as carefully planned as clinical supervision. We note that visits should be brief, lasting perhaps only five to ten minutes, rather than a full instructional period—but that they should be very frequent, occurring at least a few times a week. Finally, we suggest that its purpose is to make only general and tentative assessments of teaching and learning. Administrative monitoring is not sufficiently systematic to serve as a substitute for more rigorous evaluation of teaching performance.

In reviewing the literature on administrative monitoring, we notice a curious anomaly. First, the texts on supervision give almost no attention to this type of supervision. When such brief and informal observations are discussed, they are usually categorized as a feature of "traditional supervision" and criticized as ineffective and intrusive. Yet the recent literature on the effectiveness of principals as instructional leaders abounds with findings that the most effective principals are those who are "highly visible" and who take an active interest in the instructional program. (See, for example, Leithwood and Montgomery, 1982).

We would argue that one of the best ways to be highly visible and to demonstrate an active interest in the instructional program is to provide

administrative monitoring to those teachers who do not require the intensive support of clinical supervision and who by choice are not involved in collaborative or self-directed supervision.

How can such a program be planned and implemented so that it will have maximum effectiveness? This is the central issue of this chapter to which we now turn. The first step in the process is for the supervisor to have resolved the following issues, since these will be matters requiring discussion in the faculty orientation:

1. Who will provide the administrative monitoring?
2. Who will be involved in the administrative monitoring? Will it involve the entire instructional staff and thus serve as a supplement to other types of supervision, or will it involve only those who have opted for it and thus constitute a fourth choice of supervisory modes?
3. Will the observational data from administrative monitoring be used in the evaluation of teachers?
4. Will the supervisor periodically share with those involved in the administrative monitoring the supervisor's impressions and reactions?

Since these are rather important issues, we believe that they should be resolved only after a full and open discussion with the faculty. We will clarify below our own recommendations—offering them only as suggestions that need careful review and discussion by supervisors and teachers.

First, who will provide administrative monitoring? This is relatively simple to resolve. We recommend that only school administrators should do the monitoring. We do not think that it should be carried out by diocesan supervisors, religious community consultants, department heads, or by team leaders. In our view it serves primarily an administrative function and should be implemented by school administrators who are fully involved in the day-to-day operation of that school—not by supervisors who visit a school only briefly or by faculty members who do not have administrative responsibilities and authority.

We believe that there are two viable options in resolving the second issue, who will be involved in the administrative monitoring. After consultation with the teachers, the administrator can decide that everyone will be monitored, as well as being involved in one of the other three types of supervision. The advantage of seeing it as a supplement to, rather than a substitute for, the other types of supervision is that it thus offers some additional supervisory support to all teachers. The other option, of course, is to offer the monitoring as an independent mode for those who choose it. This option has the advantage of reducing the demands made upon the administrator who must provide the monitoring; there are simply fewer faculty to be monitored.

The third issue—will the observational data from administrative monitoring be used in the evaluation of teachers—is more complex. As we noted above, we do not believe that administrative monitoring should serve as a substitute for the systematic evaluation of teachers. We believe that Catholic schools will be better schools if all teachers are evaluated objectively and systematically by an administrator who has been trained in evaluation processes and approaches—and who bases the evaluation on several types of information. Much of the evaluative information will come from periodic evaluation observations, in which the administrator observes the entire instructional period and uses an observation form specifically designed for evaluation. However, we would suggest that some of the evaluative information can legitimately come from the briefer but more frequent observations made as a component of the administrative monitoring process. Essentially then we believe that the data from the administrative monitoring should be used in teacher evaluation—but should be only part of the information upon which a rating is based.

Finally, as we shall suggest below, the administrative monitoring will be more effective if the administrator from time to time meets with the teacher to discuss his or her impressions and reactions. Teachers want feedback, and even a brief and informal conference can be helpful.

With these issues resolved, the supervisor should then meet with all those who will be involved in the monitoring to review the decisions made, to discuss in detail how the program will operate, and to answer any questions.

The implementation of the monitoring essentially involves three processes: planning for monitoring; making a monitorial observation; and conferring with the teacher about monitorial impressions. Let's take a look at these three processes in turn.

Planning for Monitoring

Although we have indicated that we believe that administrative monitoring is informal, we do not suggest that it is unplanned. In fact, it will be more effective if it is carefully planned. First, the administrator must be sure to block out time in the weekly and daily schedule for administrative monitoring. Our experience in working with busy administrators indicates quite strongly that finding time for all types of supervision is a critical problem. But time can be found—if the administrator gives supervision a high priority and plans his or her schedule accordingly.

Next the administrator should organize the schedule so that the observations will yield useful data about teaching, learning, and the curriculum. This means that the administrator should structure the observations so that all grade levels and all areas of the curriculum are observed

systematically. To illustrate how an effective and systematic plan for administrative monitoring can be developed, let's examine a hypothetical school—Saint James elementary school. It has three classrooms at each of its eight grades. How can Principal Sister Maria Felice build a good observation schedule for administrative monitoring? She decides to set aside about an hour a day for administrative monitoring—for four days of the week. She figures she can make on the average about five visits in that one hour—giving a total of twenty visits a week. So she makes for herself a schedule like the one shown in Figure 15.

The schedule presented is only illustrative; it indicates, however, that within a ten-week period, she has been able to make twelve observations of every grade level and sixteen observations of each of the major subject areas. In addition, she has made forty other observations, looking either at other areas of the curriculum or making additional observations that are grade-level oriented. The process has yielded useful data. By the end of the second week of observations, she has developed a good picture of instruction at each grade level. She has looked, for example, at all the first grade teachers and has noted important similarities and differences. In the third week she gets an inclusive picture of the reading/language arts program. She has made sixteen observations of language arts lessons, probably doing two per grade. She has observed some continuities and some discontinuities that help her understand better what's being taught in reading and language arts in her school.

Each administrator, of course, should develop his or her own schedule, weighing such factors as the size of the school, the way groups are organized for instruction, the nature of the pupil population, the number of teachers involved in administrative monitoring, and any other special factors. The important point is that a good schedule of observations will yield some useful dividends.

Making Monitorial Observations

How can brief observations be conducted so that they yield useful information? Each administrator will have his or her own style. We have found the following approach to be generally useful.

1. Enter the class and stand by the door. Do not take a seat. Your standing will indicate to the teacher that your visit will be brief; you will also be able to move around the room more easily and to make a less obvious exit.

2. Note the general content of the instruction. What is being taught? Which area of the curriculum is being presented?

3. Check to see if the teacher seems to have a clear objective for the

Figure 15. Sample Observation Schedule for Administrative Monitoring

WEEK	GRADE LEVEL OBSERVATIONS								CURRICULUM AREA OBSERVATIONS				OTHER OBSERVATIONS
	1	2	3	4	5	6	7	8	Rdg Lang	Soc	Math	Sci	
1	3	3	3	3	3	3							2
2		3		3			3	3					8
3									16				4
4	3		3		3	3	3	3					2
5										16			4
6	3	3	3	3	3	3							2
7											16		4
8		3		3			3	3					8
9												16	4
10	3		3		3	3	3	3					2
TOTAL OBSERVATIONS	12	12	12	12	12	12	12	12	16	16	16	16	40

instruction under way. Can you infer an objective from what is written on the board or from what the teacher is saying?

4. Note the teaching/learning method being used. Is the teacher working with an individual, a small group, or the whole class? Does the learning seem to be primarily active or passive in nature? What teaching method is being used?

5. Observe the extent of pupil involvement. How many are on task? How many are off task? How many seem actively participating?

6. After about ten minutes, make a quiet exit, using non-verbal methods to indicate your appreciation of the opportunity to visit.

Such a brief visit is like a snapshot of teaching and learning. In just a few minutes you have acquired some useful information about the salient aspects of the classroom.

Since you will be making several of these visits in a given day, you should probably develop a simple system for making your own notes. One good way to record important data is to carry a small pack of 4 x 6 index cards. Use one card for each observation. Structure it so that it enables you to record your observations about the issues noted above—content, objective, teaching-learning method, pupil involvement and classroom climate. Figure 16 shows a sample observation card.

Figure 16. Observation Card

Date: 1/7 *Time:* 10:00-10:20 *Teacher:* Walker

Content: 6th grade language arts

Objective: identify noun

Tchg/Lrng: Pupils pointing to objects in room, naming the object, using the term *noun*.

Pupil Involv: about two-thirds seem actively involved; pupils in back of room seem to be daydreaming.

Classroom Climate: gives pupils much positive feedback

General Impression: good active learning; wonder whether pupils are confused about objects and names for objects.

The observation card is kept simple so that it can be completed during the last minute or so of the observation. The cards can be kept on file and reviewed periodically.

Conferring With the Teacher About Monitorial Observations

If the administrator is making five or six monitoring observations a day, he or she cannot be expected to confer with every teacher about every observation. Even if the conferences were very brief, they would be inordinately time-consuming. It makes more sense to us if the administrator makes clear to the teachers a policy like the following:

> I will be making several brief visits. I will take a few notes about each visit. You may see those notes at any time just by requesting them. I will not have time to confer with you after each visit, although you may certainly stop in and talk with me about my observation any time you wish. If I have any major concerns about what I observed, however, I will discuss those with you as soon after the observation as possible. Once each report period I would like to hold a brief conference with you. We'll have a chance then to review all my visits and to talk about your pupils and your teaching.

It should be stressed that this policy does not preclude the principal from commenting favorably about positive impressions. In fact it makes good sense for the principal to acknowledge good teaching every time it is observed.

Such a policy seems practical, professionally sound, and mutually productive. The teacher knows that he or she may request to see the observational notes at any time; there are no secret records being kept. The teacher knows that if he or she wants to clarify what was going on during the brief visit or to get feedback about the visit, then a brief conference can always be arranged. The teacher can assume that the administrator's impressions were generally favorable unless a conference is held. Both can look forward to the periodic de-briefing conference.

These periodic de-briefing conferences that are held after a series of monitorial visits are quite different from the de-briefing conferences held after a clinical observation. To understand those differences, let's take a look at a monitorial de-briefing conference between Sister Maria and Tom Walker.

SM: Tom, it's good to see you. I'm glad to have this opportunity to talk briefly about your teaching. How do you think things are going so far?

T: Really well, Sister. These sixth graders are a good group. There are a few I have to work with, but I'm pleased with the way we've begun.

SM: I'm glad to hear that, Tom. I think part of their positive response is certainly due to your teaching. I've been especially pleased that in all my brief visits I've seen so much active learning.

T: Thanks, Sister. I know that sixth graders won't sit still for too

much teacher talk, so I try to keep them busy. It's not just fun and games, however.

SM: I know that, Tom. All the activities I have seen have had a clear instructional focus. I've observed that you always organize things well so that they understand that purpose. However, I did want to talk with you a little bit about your curriculum planning. In all of the visits I made you were teaching grammar. Can you give me some idea about the amount of time you're allocating to grammar?

T: Sure. I wondered if you were concerned about that. I want them to have a good foundation in grammar. And I think it's important to begin the year with the grammar so that I can refer to it all the rest of the year.

SM: That makes good sense to me, Tom. I just have two concerns. First, I'm not sure that sixth graders can really understand and remember much grammar. I worry that it might crowd out some other important priorities. Perhaps we could spend a few minutes now talking about your planning for the next nine weeks.

T: That sounds like a good idea to me. I think I can appreciate your concerns—and it might help to look at the question in specific terms, rather than just talking about it in general.

There are a few points to be made about this conference. First, the administrator begins by giving the teacher a chance to talk about his general feelings and impressions of the class. Then she continues by praising the teacher, citing specific behaviors and helping the teacher understand why those behaviors were effective. Notice as she next turns to a concern, she expresses it as a question. She knows that the observations were brief and in a sense were only a small sample of the teacher's behavior. Since the teacher shares the concern, she then focuses his attention on the future, not the past.

So it's a brief conference, lasting perhaps only twenty minutes. It is perhaps more directive than most clinical conferences, although it begins by inviting the teacher to share general feelings and impressions. It provides the administrator with an opportunity to praise the teacher in a specific and constructive way; the teacher knows what behavior is valued and why it is valued. It focuses on just one concern, and uses that concern to plan for the future.

If policies are carefully thought out and clearly presented, if a good schedule is planned and implemented, and if the administrator knows how to observe, record, and de-brief in a monitorial mode—then we believe that administrative monitoring will be a very effective part of differentiated supervision.

7 Strategies for Implementing the Differentiated Program

Throughout this work we have made certain suggestions about implementing the several components of the differentiated program. In this final chapter we would like to present an overall implementation plan, recognizing that each school will differ in the specific way the program is implemented.

Begin, of course, by becoming thoroughly familiar with the components of the program. Review the sections of this monograph that might seem unclear. Read as widely as you can so that you get the benefit of others' perspectives; we include at the end of this work a brief and selective bibliography that you might find useful. Look over the resource list that follows; these are schools who have been reported to have effective supervision programs and have agreed to share their expertise. In contacting or visiting these schools, remember, of course, that in almost every case they have limited budgets and their principals have limited time.

Think through and be explicit about the limits and constraints you wish to set for the program. If you are the principal, you are accountable for the overall success of your school, and it is important that you determine at the outset the parameters you wish to set. Consider these issues: are there components of the program you do not wish to offer to teachers? how actively do you wish to be involved in implementing and evaluating the program? to what extent do you wish to give teachers a free choice about the components they may select?

The next step is to set up some organizing structure that will help you plan, implement, and evaluate the program. Our suggestion is that you appoint a school-based "Supervision Advisory Group," a small task force composed of the principal, two or three teachers, and one or two cur-

riculum coordinators or supervisors. How you organize and use the group is up to you, of course, but our experience suggests that the program will be successful only if there is active involvement of and support from the teachers.

At this point, you and the advisory group should meet, discuss the program thoroughly, and begin to shape your own version of differentiated supervision. We have listed in Figure 17 the key issues which we think need to be addressed, and we stress again the importance of shaping the program to fit the particular needs and constraints of your school. You and the advisory group should then prepare an information sheet for the teachers which simply gives them an overview of what is being planned. We show in Figure 18 a simple question-answer hand-out which we have found useful; please feel free to modify it or use it as it is.

We suggest that two meetings be scheduled. The first one should focus solely on the question, "What is special about supervision in a Catholic school?" You may wish to reproduce or summarize the first chapter of this monograph, to share it with faculty simply as a way of generating good discussion. You and your faculty may wish to develop your own credo. Or you may wish to ask faculty to read any of the publications listed in the resource guide which approach similar issues from a different perspective. The important point is to get teachers involved in small groups discussing the value issues that are central to supervision.

The second faculty meeting should focus on the differentiated program—the rationale for it, the options to be offered, the means by which it will be implemented. Figure 19 contains a sample agenda which could be used at this time. It probably is best to distribute the information sheet at the start of the meeting, review its salient points, and give much opportunity for teachers to ask questions. It seems vital to stress at this meeting that there are two essential requirements about which there is no debate: all teachers will be supervised in some manner; and all supervision will be informed by Catholic values similar to those suggested in the Credo.

At that point the teachers should be ready to make their choices about the supervisory approach they prefer. A simple form can be used on which teachers note first and second choices—or indicate what combinations interest them. Figure 20 contains some questions which may be helpful for teachers who are involved in setting their personal course of action. When the forms are submitted, you may find that you disagree with teacher preferences. Our recommendation is that you let teacher preferences prevail—with the three exceptions we have noted previously: first-year teachers; experienced teachers new to the building; and teachers whose performance you consider marginal. We think all three types should be

Figure 17. Key Issues to be Considered in Determining the School Model

1. About the model in general . . .
   a. Will there be an advisory group or task force to assist in the program planning, implementation, and evaluation?
   b. Which components of the program will be made available to the teachers?
   c. How will teachers be enrolled in the various components—free teacher choice, teacher choice with principal review, principal assignment?
   d. What type of inservice can be provided—and how much?
   e. What evaluation does the school wish to conduct, aside from that conducted by others outside the project?

2. About the clinical supervision component . . .
   a. Who will provide clinical supervision?
   b. Which teachers will receive clinical supervision?
   c. How many cycles of supervision are tentatively planned?
   d. If someone else other than the principal provides clinical supervision, will the clinical observations be made part of the evaluation process?
   e. What records will be kept of clinical supervision?

3. About the cooperative professional development component . . .
   a. How will teachers be enrolled in this component?
   b. By what process will the cooperative teams be structured?
   c. How large will the teams be?
   d. How many cycles are proposed?
   e. To what extent will the observations be structured? Will certain aspects of teaching and learning be emphasized? Will observational forms be used?
   f. Who will monitor the progress of this component? How will progress be monitored?
   g. What kinds of records will be kept?
   h. How will teachers find time to observe and confer? What options are available for covering their classes?

4. About the self-directed professional development . . .
   a. How will teachers be enrolled in this component?
   b. Who will play the role of resource person?
   c. Will a written plan for self-development be expected? If so, what information will it include?
   d. Will the teacher be expected to make progress reports and a final report? What form will those reports take?
   e. Will any special aspect of growth be emphasized for all teachers in this component (achievement of school goals, development of a teaching skill, production of materials, some other aspect of personal growth)?
   f. What resources will be available to those involved (tape equipment, books and materials, people, funds)?
   g. What records will be kept of the self-directed development?
   h. Will data from the self-directed component be used in the evaluation process?

5. About the administrative monitoring . . .
   a. Will anyone other than the principal monitor?
   b. Which teachers will be involved only in the monitoring?
   c. What monitoring schedule seems feasible?
   d. Will the monitoring have any particular focus?
   e. Will the principal keep anecdotal records of the monitoring? If so, will the teacher involved have access to such records? In what manner?

6. What other records will be kept of the monitoring?

counseled into opting for clinical supervision—at least until such time as you are persuaded that one of the less intensive modes would be appropriate.

Obviously, you should discuss these matters in a confidential conference with the teacher, using an approach something like this:

> John, I wanted to discuss your supervisory option. You expressed a preference for the collaborative component. You know that I have had some continuing concern about certain aspects of your teaching. I think it would be best for the school and you if you would begin with some clinical supervision. If we make progress, then we can explore some options.

Figure 18. Fact Sheet: Differentiated Supervision for Catholic Schools

1. What is Differentiated Supervision?

It is simply a way of providing different kinds of supervisory support to teachers with different needs. Some teachers need the intensive support of what is usually called clinical supervision. Others can profit from working with peers in a process we call cooperative professional development. Still others can work on their own in a self-supervisory mode. Others can grow from the less formal but still effective "administrative monitoring" that goes on in every school.

2. Does a school have to use all four types?

Definitely not. In fact, one important feature of this model is that the principal and the faculty together decide how the project will operate in their schools. Some schools may decide to use only clinical supervision and cooperative professional development, for example. Another school might decide to try all four. Each school will develop its own model that will best suit the needs of that faculty.

3. What training will be given?

An information packet is available for those who would like a brief overview of differentiated supervision. Principals who would like additional help should contact Allan A. Glatthorn or Sister Carmel Regina; their addresses are on the final page of Chapter Seven in this monograph.

4. How much time and effort will be required from participating schools?

Every effort has been made to keep time demands to a minimum, since we know how busy principals and teachers are. How much time the project requires at the school level will depend on the way the principal and faculty design their own version. We are trying to develop a supervisory model which will help principals use their supervisory time differently—we don't want to add to their burdens.

5. Has Differentiated Supervision been tried in other places?

Parts of the model have been field tested in two public schools and in one independent school. In two of those schools, participants were highly positive about the results; in the third school, reactions were mixed, at best, because of internal problems.

This comprehensive model has also been field tested in six Catholic elementary schools; all participants agreed that the approach is feasible and effective within the Catholic school setting. We think the Differentiated Supervision for Catholic schools can make an important contribution to our schools—and to the education profession in general.

6. *What can schools expect to get out of participating in Differentiated Supervision?*

We hope there will be some real benefits. If things go as planned, principals will strengthen supervisory skills; the principal together with the faculty will develop and implement a supervisory program responsive to faculty needs; teachers who take an active part will have a chance to improve teaching skills. We know we have good schools; we hope the project will bring about some small improvements.

It is perhaps important to note here that you should make clear to all the faculty that many experienced and competent teachers will want the intensive feedback provided by clinical supervision. Teachers should not have the impression that all those involved in clinical supervision are unsatisfactory teachers.

The program begins. But your job is not over. The program needs to be monitored and evaluated. We recommend a systematic monitoring process that works like this:

1. The individual responsible for administering the clinical, the self-directed, and the administrative monitoring components should be asked to submit a monthly progress report. These progress reports should be kept simple, so that the record-keeping does not become burdensome.

2. The teachers involved in collaborative professional development should be asked to submit a brief report once a month or once a marking period. The report again should be a brief one: number of observations held; number of conferences held; other activities and interactions; general assessment of progress.

3. The advisory council should meet monthly to review all the data and discuss their own observations and impressions. If problems are identified, a strategy is worked out for dealing with those problems.

Finally, we recommend that the entire program be evaluated toward the end of the school year. You have a few options here. You can develop and administer a brief opinionnaire, asking teachers about their impressions of and reactions to the program; or you can hold an evaluation meeting, at which teachers in small groups talk candidly about their assessments, with a recorder noting general reactions and suggestions.

Figure 19. Agenda for a Faculty Meeting Introducing Differentiated Supervision

Opening Prayer

REFLECTIONS ON DIFFERENTIATED SUPERVISION

COMPONENTS OF DIFFERENTIATED SUPERVISION

- Clinical Supervision
- Peer Supervision
- Directed Self-Analysis
- Administrative Monitoring

MODELS INCLUDE

- Goal-Setting
- Planning
- Observations
- Post-Observation Conference
- Recycling

FOCUS

- Personal and professional growth and development through supervision and reflection
- Attitudinal change toward supervision from evaluation to service (giving and receiving of professional help)

Time for Reflection and Sharing

Closing Remarks

The evaluation data can help you and the faculty decide about what happens next year. There are some obvious choices here. If the program was clearly unsuccessful, you can drop the whole idea and revert to what you had been doing previously. A second option is to agree to continue the program with whatever modifications seem necessary. The third choice is in essence to cycle the program. Let's agree to do this every third year, using administrative monitoring in the off-years. We know that planning, implementing, and evaluating the program can consume time and energy,

Figure 20. Choice of Supervisory Approach

Name _____

What supervisory approach do you feel would enrich you personally and professionally?

_____

What personal/professional goal would you like to acquire as a result of your participation in this approach to supervision?

_____

_____

What steps will you need to take to reach this goal?

_____

_____

How will you know when you have attained your goal? (What concrete evidence will be available?)

_____

_____

How much time do you feel you might need to accomplish your goal?

_____

In what areas would you like to have some personal in-service in order to assist you in meeting your goal?

_____

_____

Please complete and return to your Principal on or before _____

Thank you and God bless you!

and there might be great value in implementing the entire program once every three years or so as a way of revitalizing the faculty. Even good things become tiresome after a while.

We close with a hope and a wish. The hope is that you will be motivated to implement your own version of Differentiated Supervision and that it will be successful. The wish is that you would write to us to let us know how it went. If you wish to write, send your letter to: Allan Glatthorn, Graduate School of Education, University of Pennsylvania, Philadelphia, PA 19104 or to: Sister Carmel Regina, I.H.M., Immaculata College, Immaculata, PA 19345.

8 Resource Guide

The supervisor's leadership is crucial in the functioning of an effective supervisory plan. Formal and informal classroom visits offer opportunities to observe both the educational program and the quality of interpersonal relationships operating in a given situation. Discussions related to these areas provide the opportunity to foster personal and professional growth and development for both the teacher and the supervisor.

A visible and professional presence is a prerequisite for any supervisor who expects to be identified with the school he/she leads. Visibility within the school—in classrooms, corridors, lunch room and school yard—and presence at faculty gatherings demonstrate interest and support of the total school program. Supervisors who are highly visible within their buildings lead their schools to greater improvement.

The following principals reported that they maintain this effective presence through supervisory procedures which encompass the dual roles of personal growth and professional development. While neither the authors nor NCEA could evaluate the supervision programs on site, the descriptions provide varied examples of workable school supervision programs.

Some Reported Supervisory Practices

ARIZONA

Sister Paula Patrice Michaud, CSJ
Our Mother of Sorrows School
7035 E. Calle Ileo
Tucson, Arizona 85710

This school's supervisory program includes a combination of formal, invitational, and spontaneous classroom visitations. Conferences are scheduled every two weeks during which the professional and personal growth of the teacher is discussed, classroom activities are reviewed, and plans developed for the following two week segment.

GEORGIA

S. Jean Liston
Christ the King School
46 Peachtree Way
Atlanta, Georgia 30305 (404/233-0383)

The supervisory approach used in this school involves teacher goal setting, an analysis of teacher strengths and potential areas of growth, formal and informal observations, conferences, team sharing and an overall sensitivity to teachers' individual needs.

ILLINOIS

Marilyn Joseph
Saint Anne School
602 17th Avenue
East Moline, Illinois 61244 (309/755-9771)

Formal supervision is based on the evaluation of mutually agreed upon goals and informal observation using a variety of techniques, i.e., Classroom Atmosphere Tool and Instroteach are some of the approaches found to be effective. This supervisory program endeavors to offer the faculty opportunities to develop their personal leadership abilities.

Sister Anne Mary Rischar, OSF
Mariann Hesik
William Meehan
Jordan Catholic
214-14th Street
P.O. Box 1679
Rock Island, IL 61201 (309/786-3355)

The model involves a pre-observation conference during which the purpose of the observation is identified. Data is collected during the classroom observation and the teacher's relationship with and contribution to the school is observed. The administrator classifies the data according to previously established criteria indicating minimum and maximum performance levels. In the post-observation conference the teacher's performance is reviewed and suggestions shared to motivate teachers to higher performance levels. New teachers are provided this opportunity three times during their first year of performance. Others are given the opportunity twice a year. Teachers view the goal of improving instruction and professional

performance as the purpose for the observation and supervisory behavior of the principal.

IOWA

Jacqueline Quillin, PBVM (Principal)
St. Patrick School
615 Washington
Cedar Falls, Iowa 50613

Provisions are made to meet the needs of the staff in order that they might more effectively respond to the needs of the students. The staff development process for continuous improvement is designed to facilitate the professional growth and development of Christian education.

Various types of development/improvement plans are utilized:

- Total school self-assessment and/or monitoring by a team.
- Unit self-assessment including team communication and human relationships.
- Teacher observation by instructional leader.
- Peer observation: teacher visits teacher.
- Teacher personal improvement plan.

MISSOURI

S. Constance Fifelski, OP (Principal)
Southwest Missouri Regional Catholic School
902 Pearl Avenue
Joplin, Missouri 64801

Teachers set individual goals and the supervisory process is developed with these in mind. Observation and conferencing, student and peer evaluation, and releasing teachers to observe in other schools have proved to be effective experiences in developing and modifying this school's supervisory process.

NEBRASKA

Sister Zita Marie Sharrow
Holy Ghost School
5302 S. 52nd Street
Omaha, Nebraska 68117

A program of teacher self-evaluation based on Flanders Interaction Analysis has been developed. This includes individual goal identification and culminates in a conference with the principal at scheduled times during each semester. Forms and additional information are available upon request.

Sister Carolyn Coffey, R.S.M.
St. Margaret Mary School
123 N. 61st Street
Omaha, Nebraska 68132

A supervisory program has been developed to assist teachers in self-improvement and to improve and safeguard the quality of education for students. Teachers develop their personal and professional goals, discuss them with the principal, and then commit them to writing. Twice annually teachers confer individually with the principal. At this time concrete evidence is provided by the teachers to substantiate their progress in meeting their predetermined goals. Forms and schedules for this process are available upon request.

NEW YORK

Sister Mary Clare
St. Frances de Chantel School
2962 Harding Avenue
Bronx, New York 10465

Formal supervision includes a three step program of pre-conference, observation, and post-conference. Informal periodic visits are a frequent occurence. These are written in positive terms and shared with the teacher twice a year.

Sister Mary Grace Riccardelli, MPF
St. Anthony School
870 Arsenal Street
Watertown, New York 13601 (315/788-1461)

Teachers are supervised formally twice each year. Informal classroom visits are more frequent and less structured. Part of the informal process includes the expectation that each teacher sends one set of papers to the principal each week for examination and perusal. A different set of papers is sent each week, thus enabling the principal to monitor the students' performance and be aware of each teacher's pacing in the various disciplines.

Sister Agnes Kelly, OSU
St. Angela Merici School
266 East 163rd St.
Bronx, New York 10451

The principal performs four formal classroom observations annually (fifteen classrooms four times a year) during which she emphasizes the good things she perceives and encourages the teachers to stress the good things that have transpired. Teachers are assisted in developing an awareness of symbol/image as explained by Carl Jung and Elliot Eisner. Non-verbal communication is emphasized; teachers are urged to think of themselves as educators and as such to develop an educational platform.

Mr. Richard P. Limato
Sacred Heart School
7 Cozzens Avenue
Highland Falls, New York 10928

The principal observes informally and frequently throughout the day. Occasionally written feedback is provided by use of a special form, verbal feedback is always offered at the next opportunity to speak with the teacher.

Formal observations are conducted on a frequent basis and follow the three-step cycle of pre-observation conference, formal observation, and post-observation conference.

Other supervisory methods include the frequent circulation of the principal's newsletter and distribution of articles dealing with issues and concerns that the teachers may be confronting. Plan books are reviewed regularly and discussed with the teacher, test scores are examined and discussed with the teacher in order to examine program strengths and weaknesses, and teachers are encouraged to meet with the principal regularly in order to share their successes and problem areas.

PENNSYLVANIA

Sister Marie Eloise
St. Joseph School
Pennsylvania and Manor Avenues
Downingtown, PA 19335

Sister Ann Provost
St. Malachy School
1419 N. 11th Street
Philadelphia, PA 19122

Sister Evelyn Danks
Our Lady of Help Christian School
Crater and Marian Roads
Abington, PA 19001

Sister Marie Fatima
Resurrection School
2020 Shelmire Avenue
Philadelphia, PA 19152

Sister Regina Helene
St. Richard School
1827 Pollock Street
Philadelphia, PA 19145

Sister Michael Bernard
Saint Veronica School
6th St. above Tioga St.
Philadelphia, PA 19140

These principals have developed collaboratively with their faculties an individualized approach to supervision which offers the following supervisory options: Administrative Monitoring, Clinical Supervision, Peer Supervision, and Self-directed Development. The model of differentiated supervision was piloted in these schools and has continued to be an effective way of providing different kinds of supervisory support to teachers with different needs while recognizing the commitment of the principal to foster the professional growth and development of her faculty.

Reverend Robert G. Duch
Assistant Superintendent
Catholic Schools Office
111 Boulevard of the Allies
Pittsburgh, PA 15222

Father has developed an "In-Service Program To Help Principals Become School Leaders of Staff Development and Organization Development." This program requires approximately ten hours during the entire school year.

Staff Development is viewed as a personal and professional growth plan for principals and teachers to help satisfy their needs, solve problems, and enhance the quality of instruction. Organization Development is a school and school district plan to help its members develop communities which provide support, solve problems, and initiate needed structural changes.

TEXAS

Sister Lillianne Murzyn
Holy Family of Nazareth School
2323 Cheyenne
Irving, Texas 75062

The teacher supervision program gives prime attention to helping teachers direct their own professional growth. It is characterized by high work output while simultaneously embracing the qualities of responsibility for the faith life of the students, coupled with concern for an understanding of each other, principal, faculty, and students.

Some features of this specific program are:

- An intensive week of in-service offered at the beginning of each school year.
- September Evaluation—teachers develop skill in self-evaluation.
- Classroom Visits. Official visits are conducted in November and December, informal visits are more frequent.

WASHINGTON

Mary Dispenza
St. Mary School
516 N. "H" Street
Aberdeen, Washington 98520 (206/532-1230)

Classes are visited formally six times annually. Visits are preceded by a conference during which goals are shared and set. The post-conference is a time of sharing and teaching teachers the principles of learning. Recommendations and suggestions made at this time become the basis for the next supervisory cycle.

Judith E. Ford
St. Benedict School
4811 Wallingford N.
Seattle, Washington 98103 (206/633-3375)

The supervisory process consists of:

- teacher goal-setting conference
- lesson plan review and comments
- informal classroom visitation and conference
- formal clinical supervision
- teacher goal attainment conference

WEST VIRGINIA

Anthony J. Sclafani
Notre Dame
127 East Pike Street
Clarksburg, West Virginia 26301 (304/623-1026)

This principal's supervisory program consists in making himself as visible as possible in all the classrooms all the time. For formal observations he remains in the classroom for the entire class period and utilizes the concepts of clinical supervision whenever appropriate. He feels that the effectiveness of supervision is from the fact that he always shows up in a class and attempts to make both the teacher and the students comfortable with his presence.

For teachers who need more help, he usually teaches one of their classes and has them critique him. He sends teachers out to other schools for observation and uses diocesan personnel for some teachers who may need to hear from someone besides the principal.

Basic Materials for Supervisors in Catholic Schools

The following documents show how clear and secure the Catholic Church's teachings are regarding the importance of the Catholic school and the Catholic school teacher in the education of youth. These materials serve as an inspiration and a guide to all called to the awesome vocation of teaching.

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